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ABSTRACT

The teacher-made materials in this booklet evolved from the needs and experiences of migrant children at the Children's Demonstration School at New York State University College of Arts and Science (Geneseo, New York). The games and visual aids assist students in the skill areas of alphabetic letters, spelling, phonics, punctuation, and word recognition. (PS)

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ED 081517

TEACHER-MADE MATERIALS FOR LANGUAGE ARTS

Compiled and illustrated by: Charles Curatalo

Contributing authors: Adele Anderson, Charles Curatalo, Philip Tabone

State University College of Arts and Science
Geneseo, New York
14454

First Printing, June 1972

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RC 007223

Dedication: To Dr. Gloria

Mattera and her "children".

ACKNOWLEDGMENTS

With funds from the Bureau of Migrant Education of the New York State Education Department, the New York State Migrant Center at the State University College in Geneseo has conducted the Children's Demonstration School in conjunction with its Workshop for Teachers of Migrant Children.

Mr. Charles Curatalo, who was a workshop participant in 1968 has been a teacher in the program ever since. The teaching suggestions illustrated in this book are actual ones that Mr. Curatalo has used in his classroom.

The Migrant Center is particularly grateful to Mrs. Adele Anderson and Mr. Philip Tabone, former Co-Directors of the Children's Demonstration School, for providing the encouragement that kept this project moving to its completion.

Charles Curatalo also has a publication similar to this available for math and similar language arts materials. For additional information, Mr. Curatalo can be contacted at 209 Cummings Street, Rochester, New York 14609.

FOREWORD

The following teacher-made materials have evolved from the needs and experiences of migrant children at the Children's Demonstration School at the New York State University College of Arts and Science at Geneseo, New York.

Many of these experiences included field trips to the Buffalo Zoo, Niagara Falls, Long Point Amusement Park and various places of interest and importance in the community such as local banks, farms, etc.

Helpful Hint:

Many of the materials in this book may be easily reproduced by projecting the patterns using the opaque projector or by making transparencies which can be projected by an overhead projector. The patterns then can be easily traced on the proper material.

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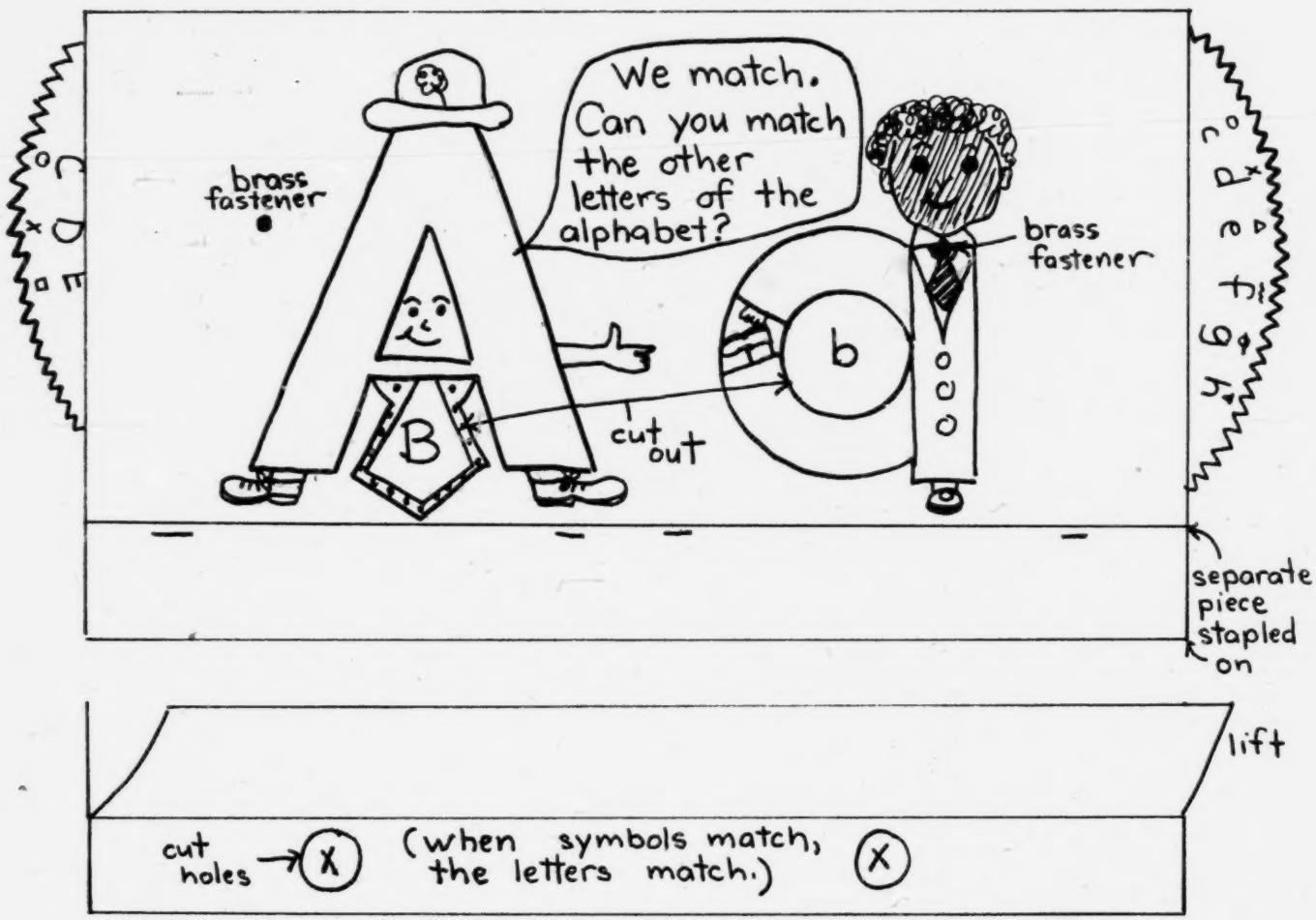
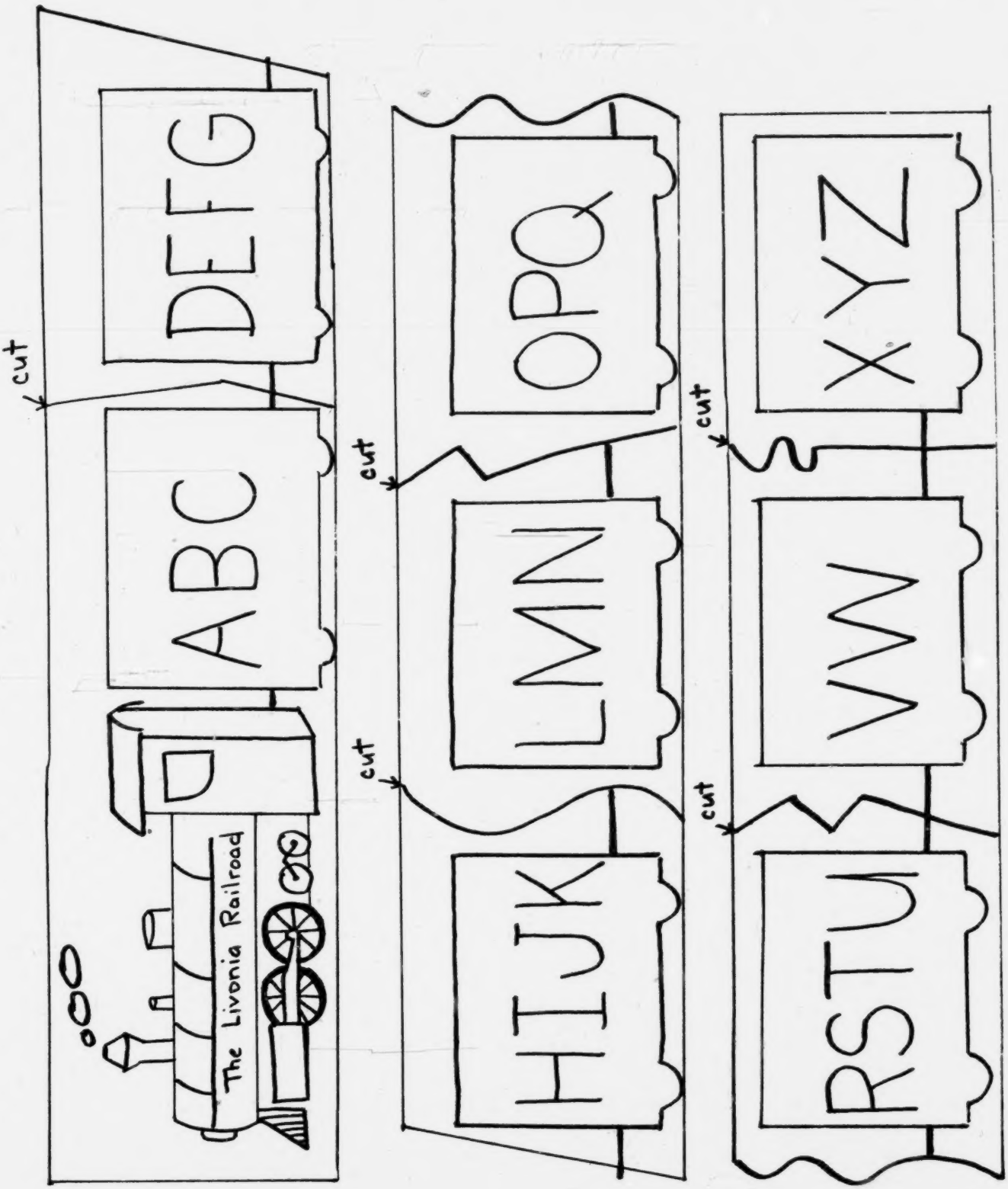
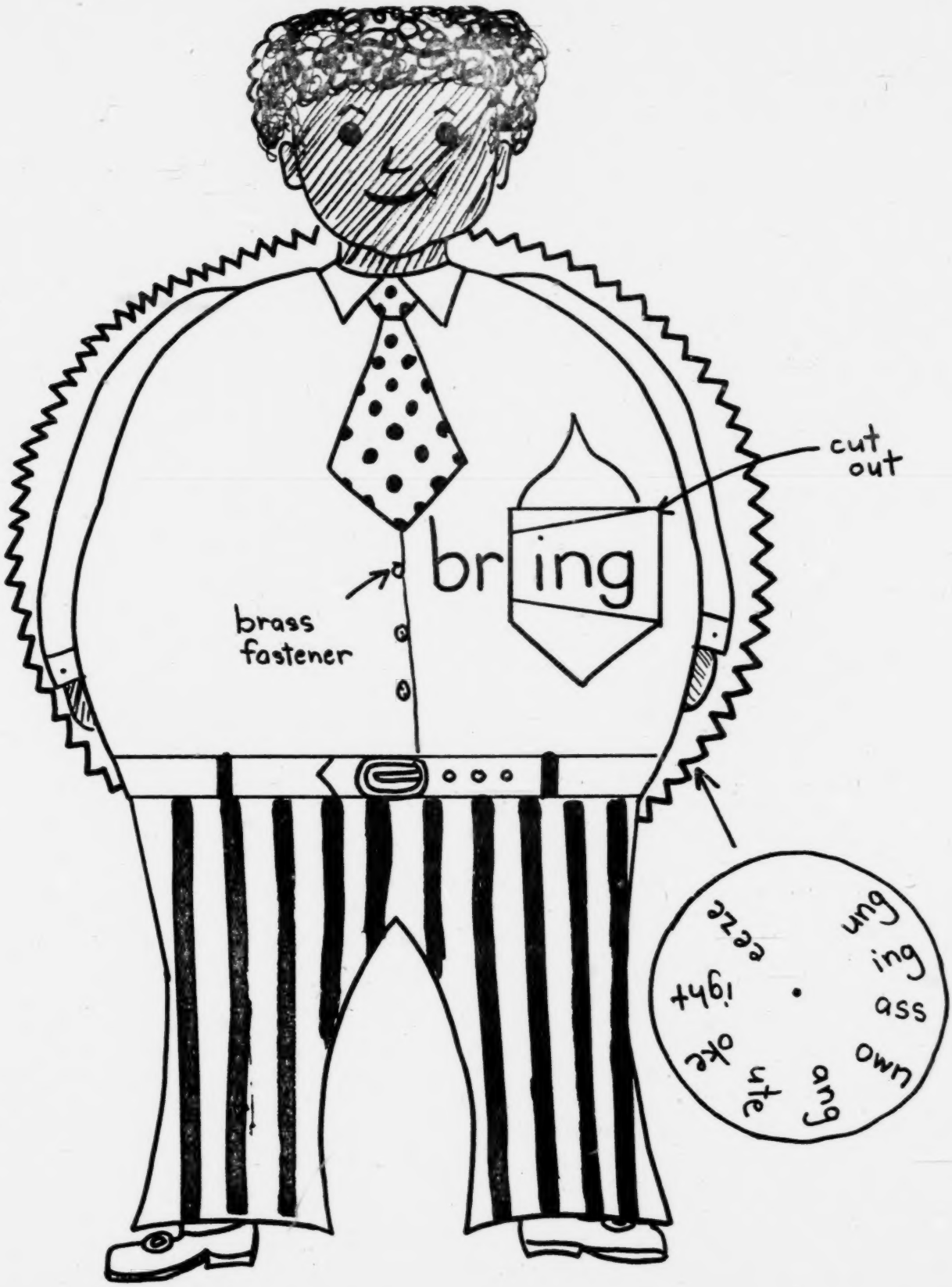


SKILL: RECOGNITION OF UPPER & LOWER CASE LETTERS

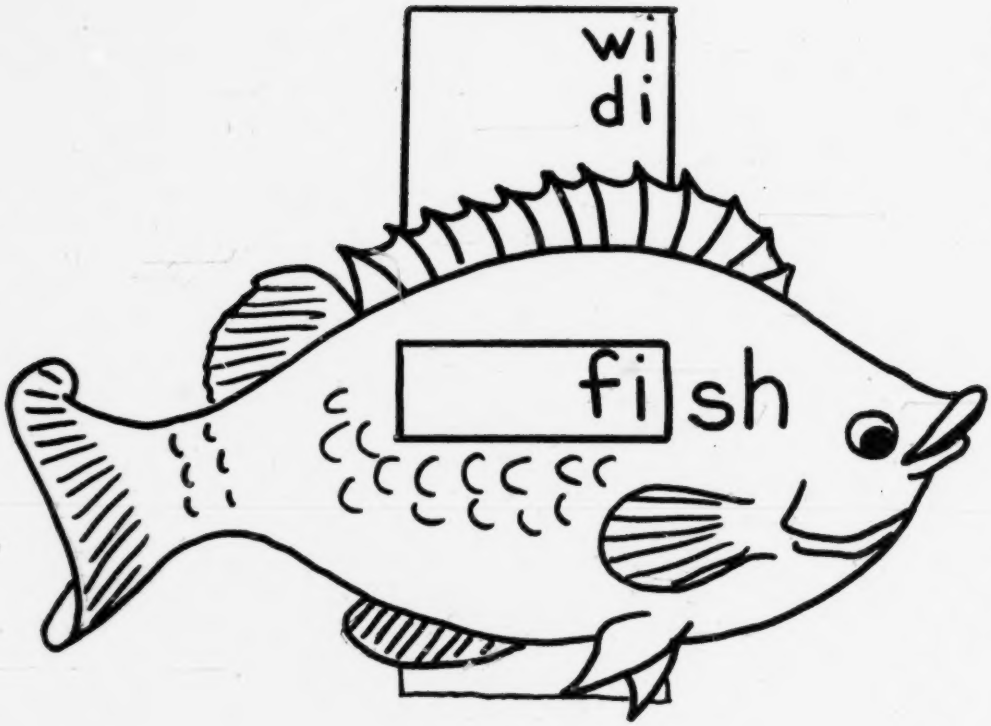
The "Alphabet Puzzle" Train



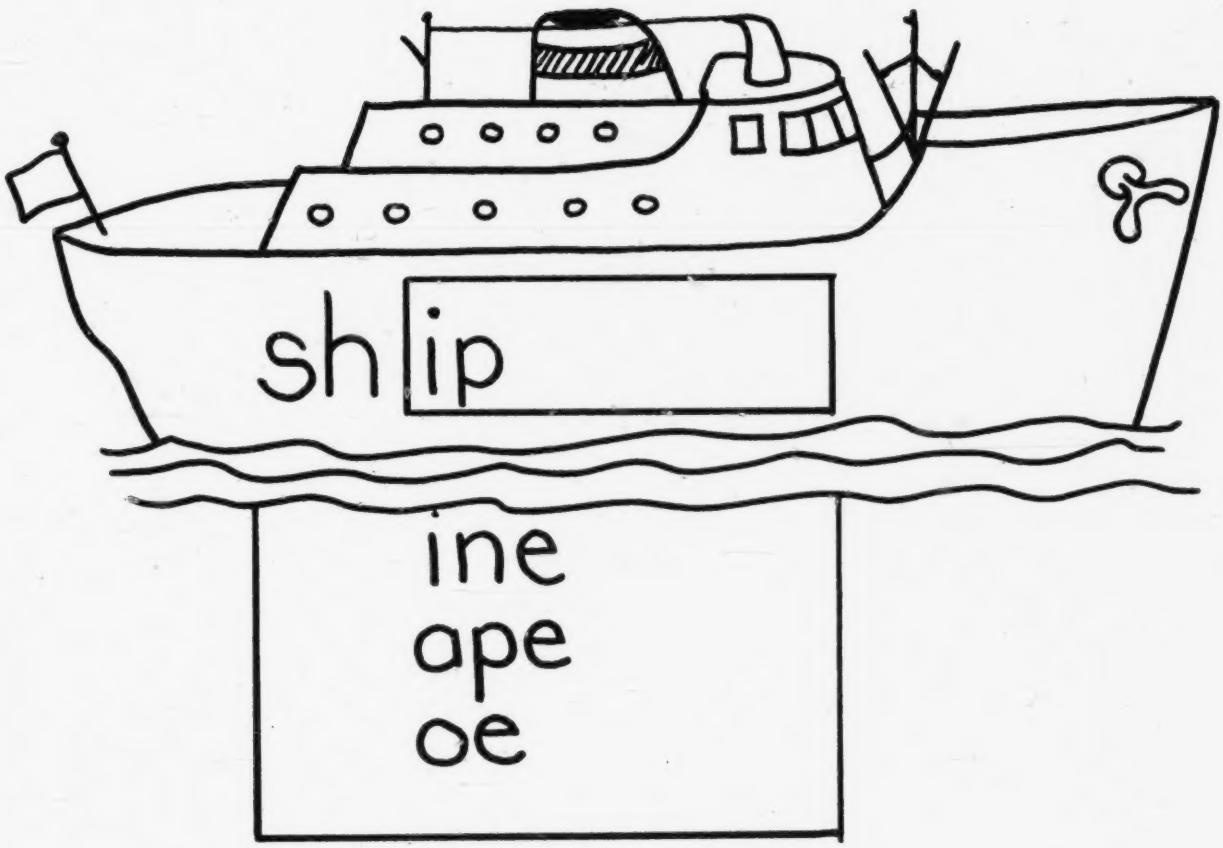
SKILLS: ALPHABET SEQUENCE, FORMATION OF UPPER CASE LETTERS



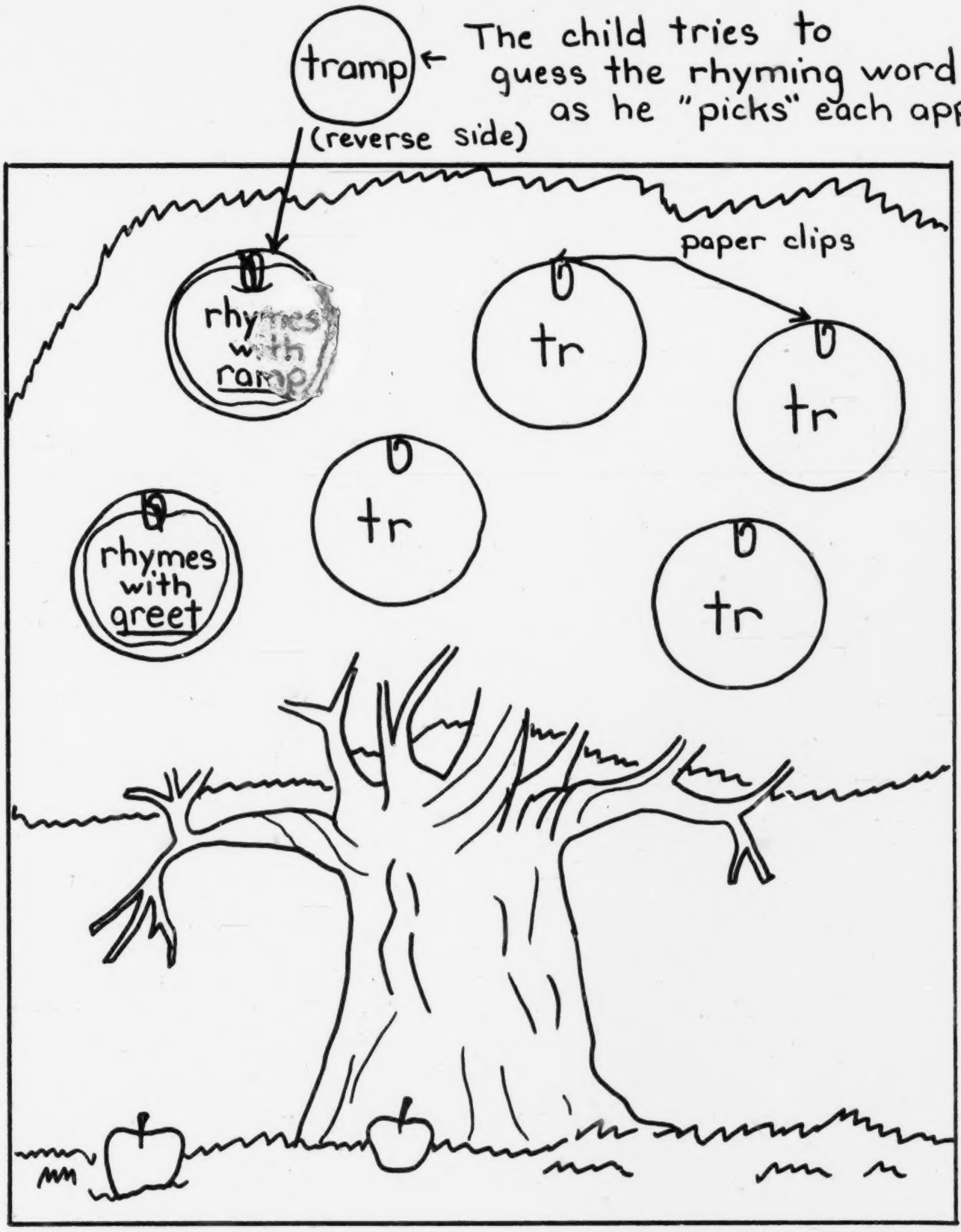
SKILLS: THIS ACTIVITY CAN BE ADAPTED FOR ALL INITIAL BLENDS AND INITIAL CONSONANT SOUNDS.



SKILL: WORDS ENDING WITH "SH" CONSONANT DIGRAPH

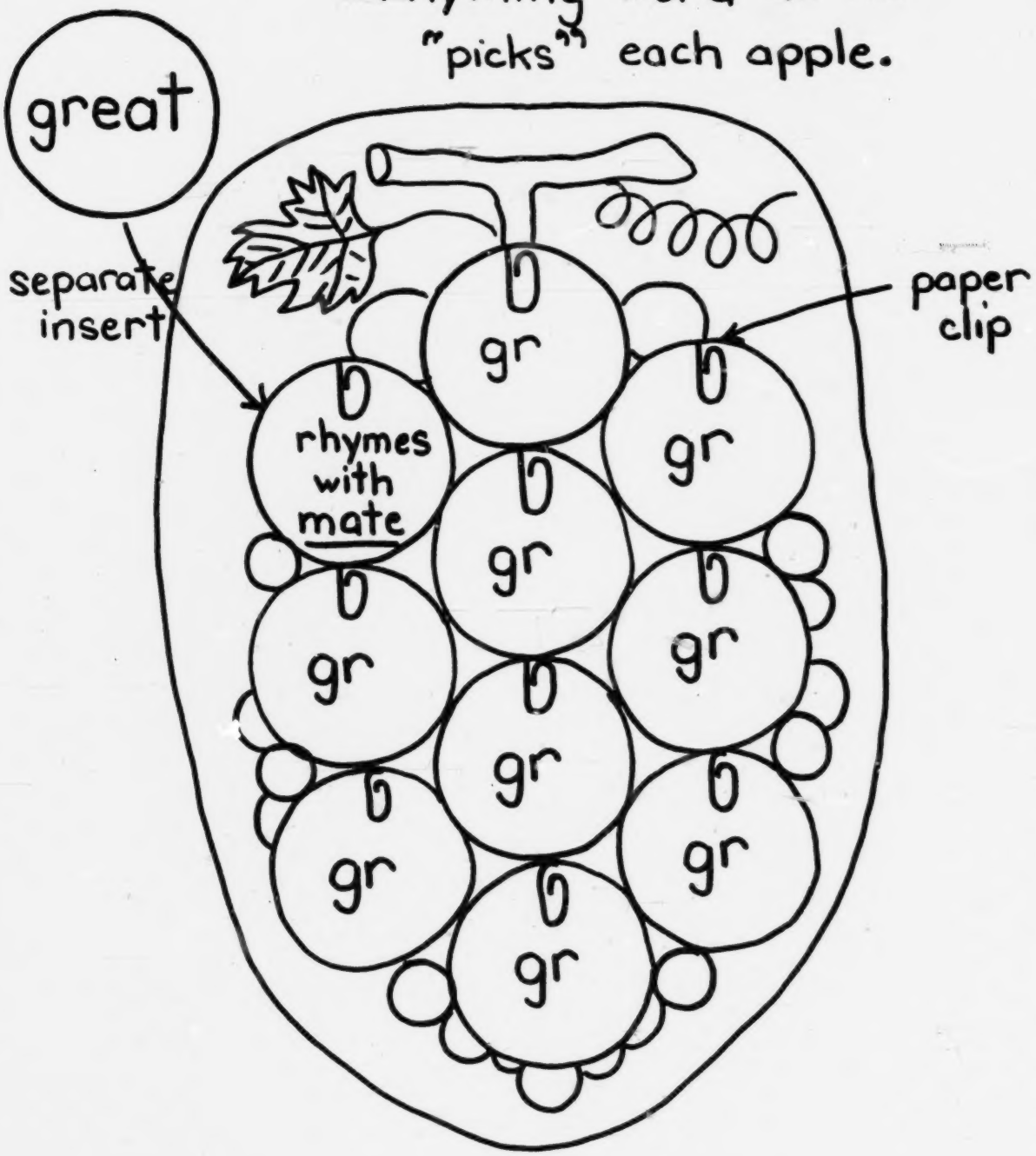


SKILL: RECOGNITION OF WORDS BEGINNING WITH THE "SH" CONSONANT DIGRAPH



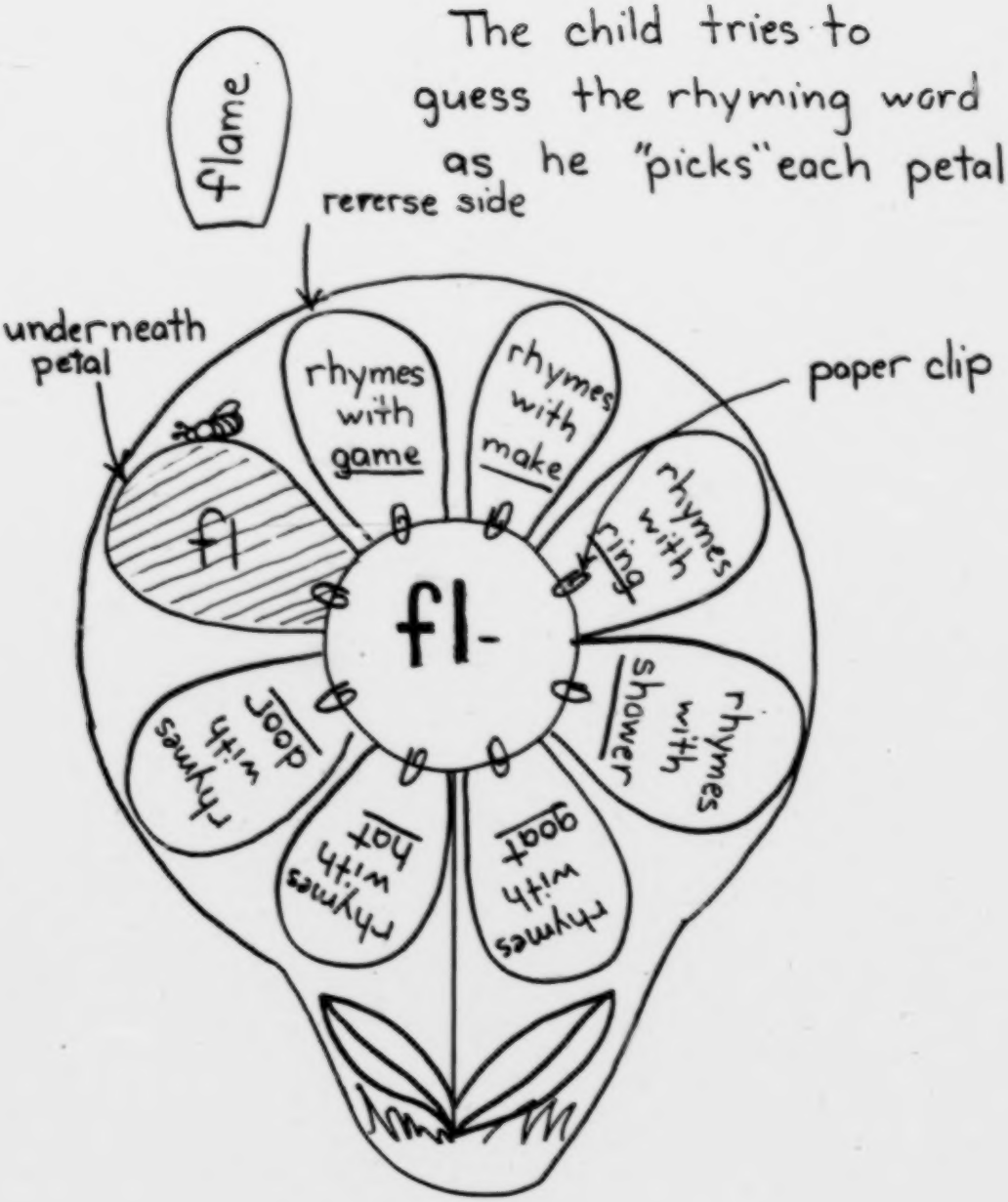
SKILL: RECOGNITION OF WORDS BEGINNING WITH THE "TR" BLEND

The child tries to guess the rhyming word as he "picks" each apple.

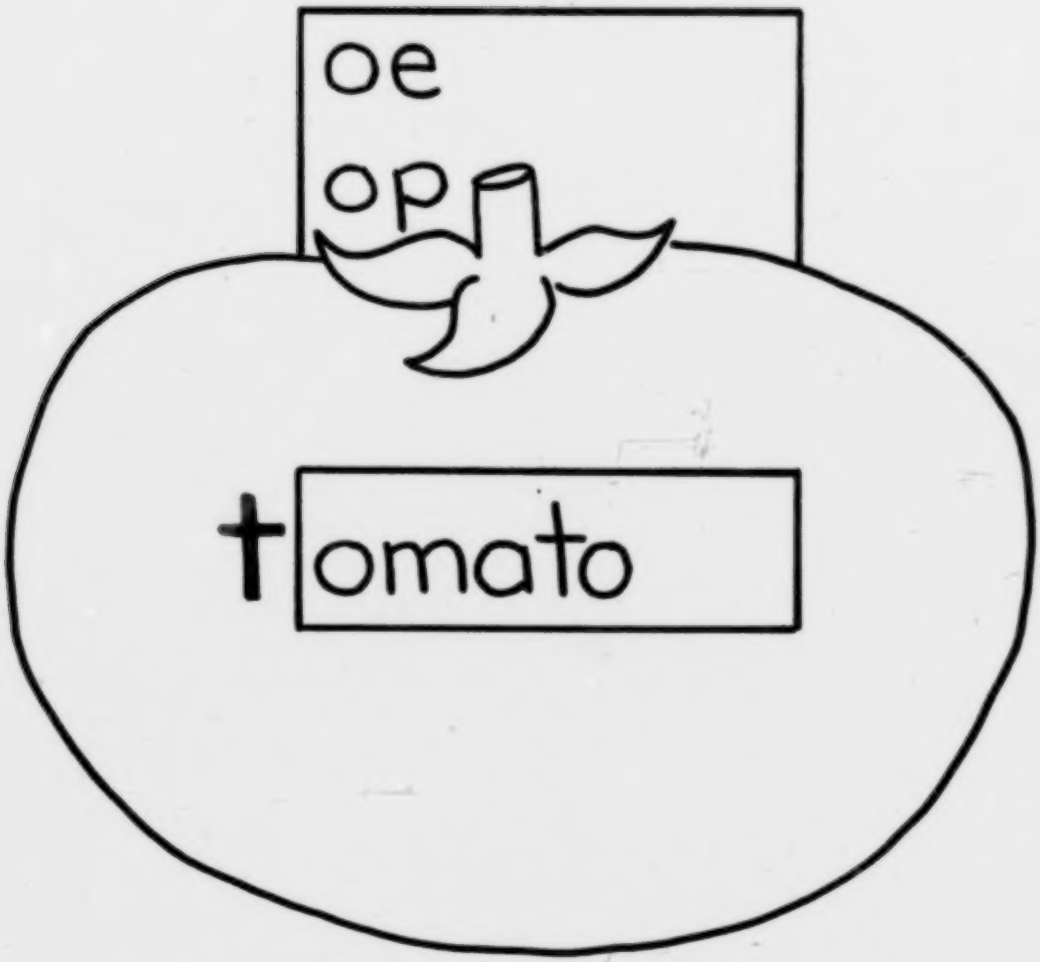


SKILL: RECOGNITION OF WORDS BEGINNING WITH THE "GR" BLEND

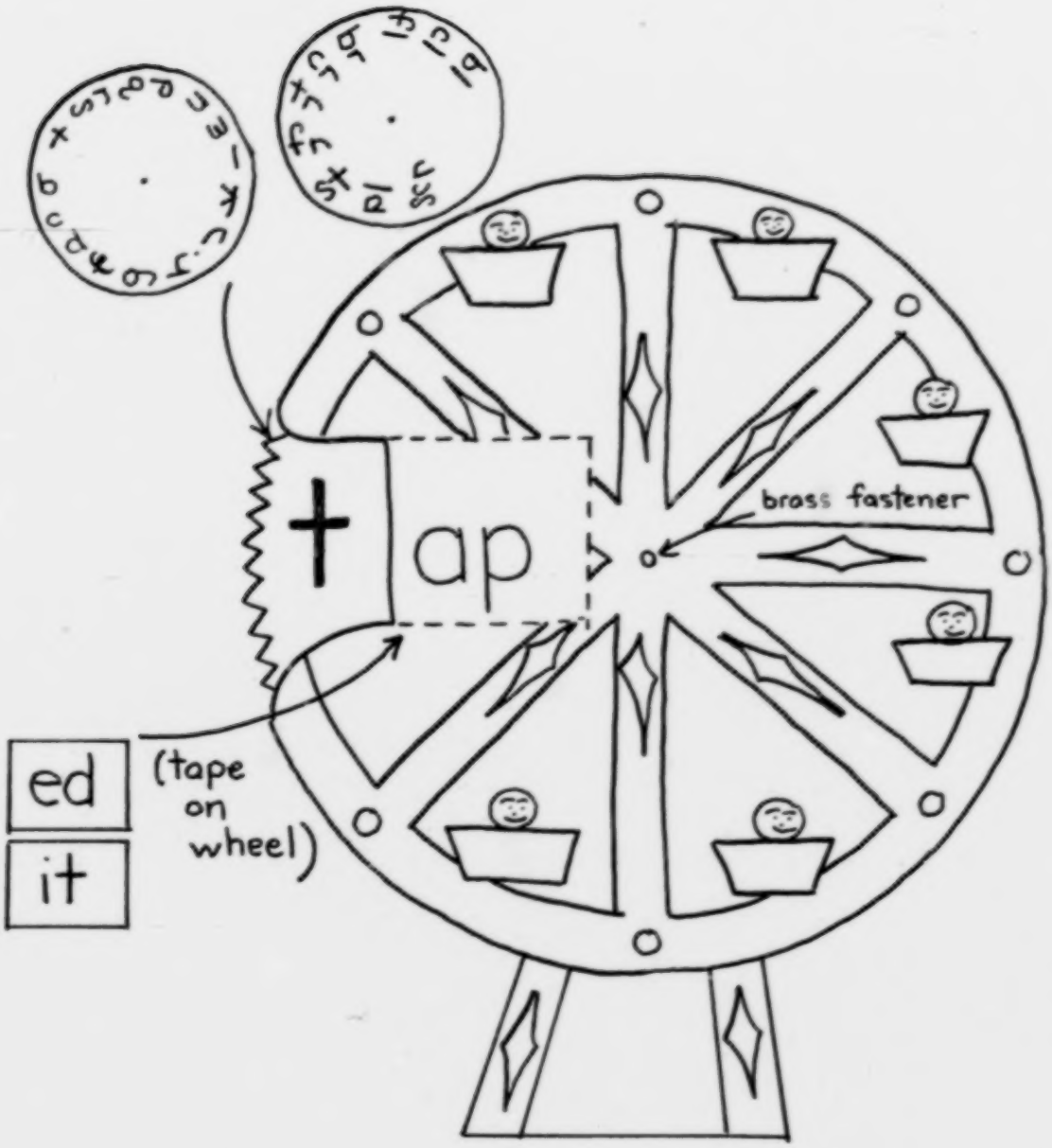
The child tries to guess the rhyming word as he "picks" each petal.



SKILL: RECOGNITION OF WORDS BEGINNING WITH THE "FL" BLEND

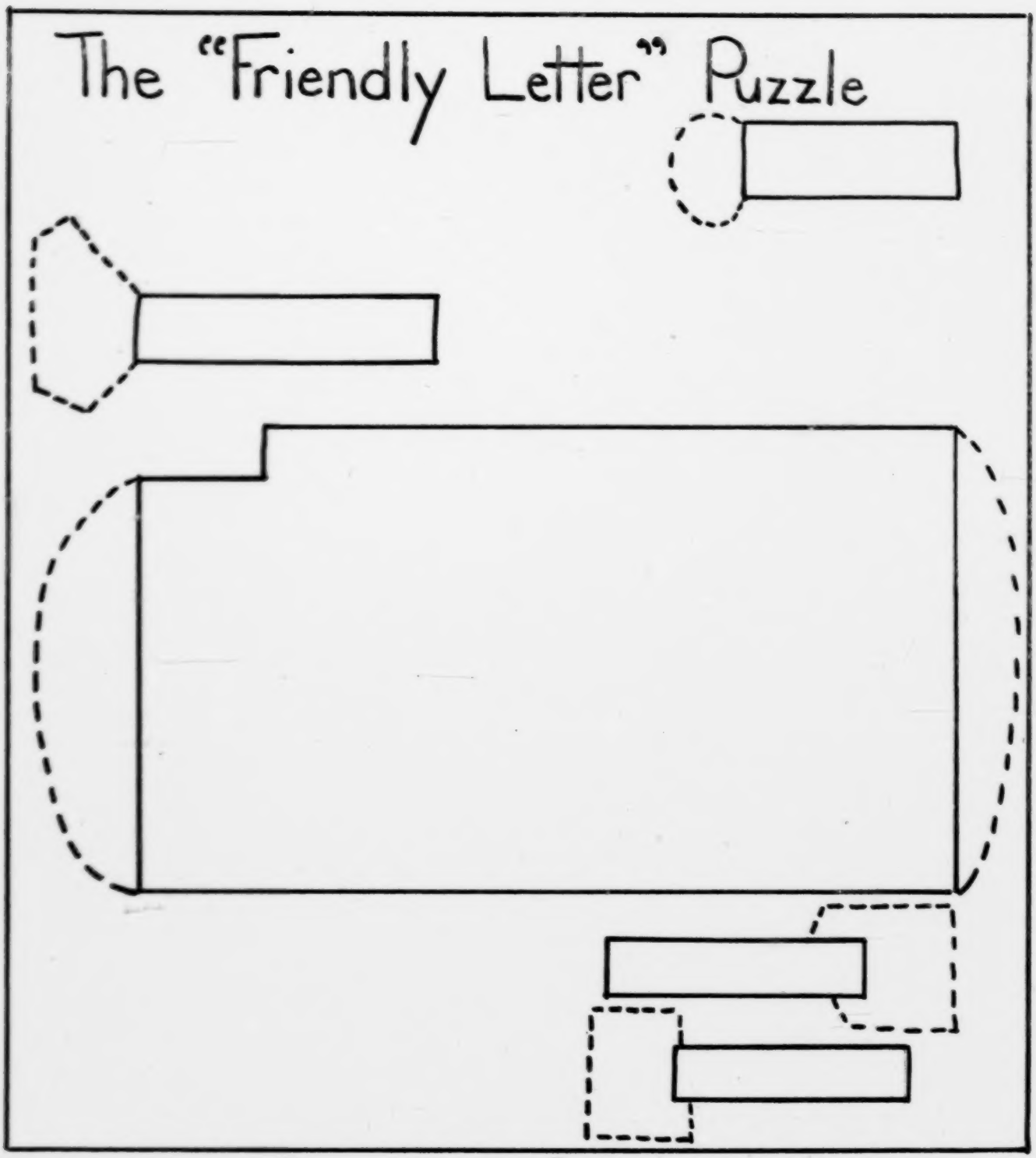


SKILL: WORDS BEGINNING WITH "T" CONSONANT



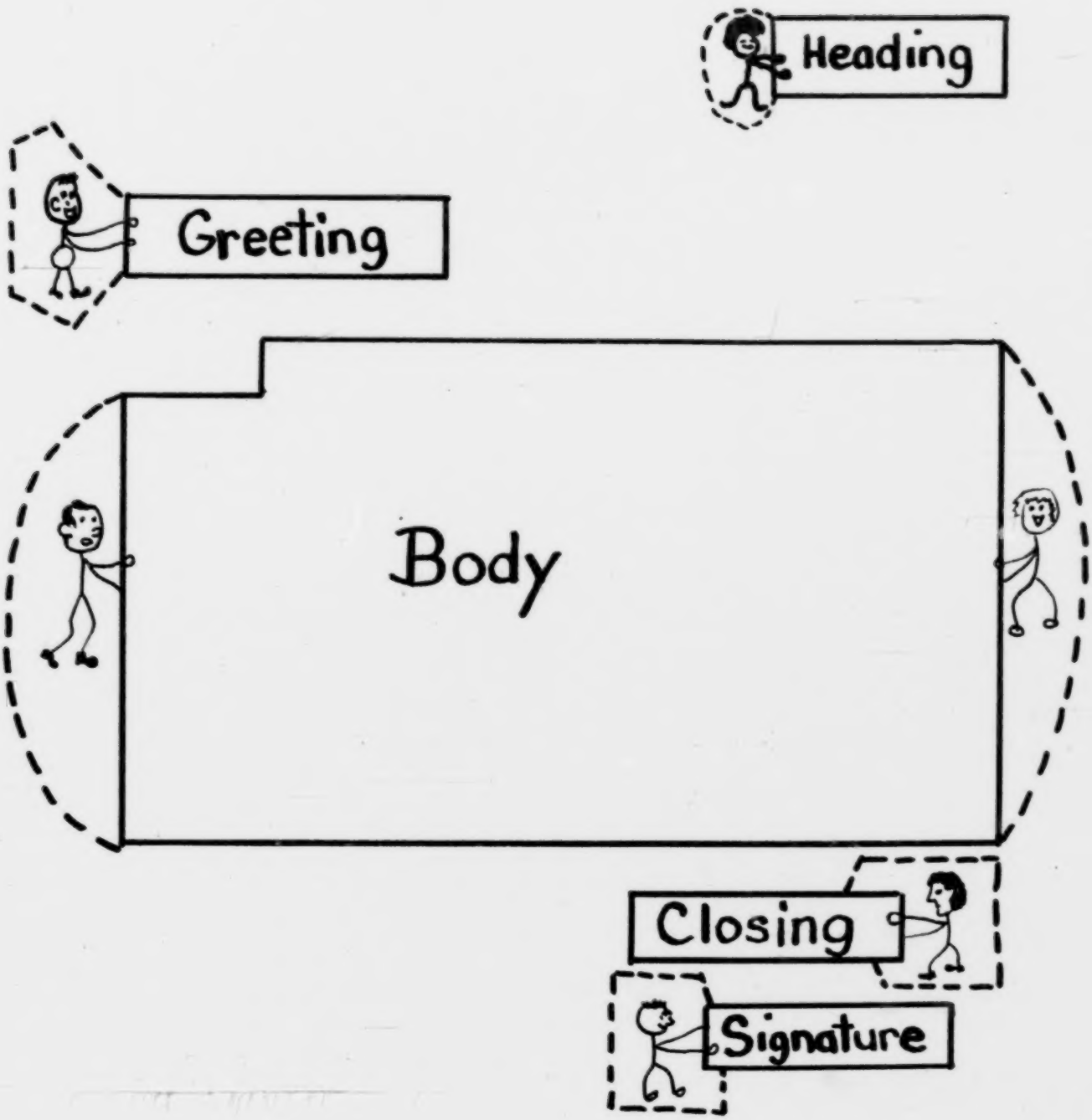
SKILLS: INITIAL BLENDS, CONSONANTS, STRUCTURAL ENDINGS

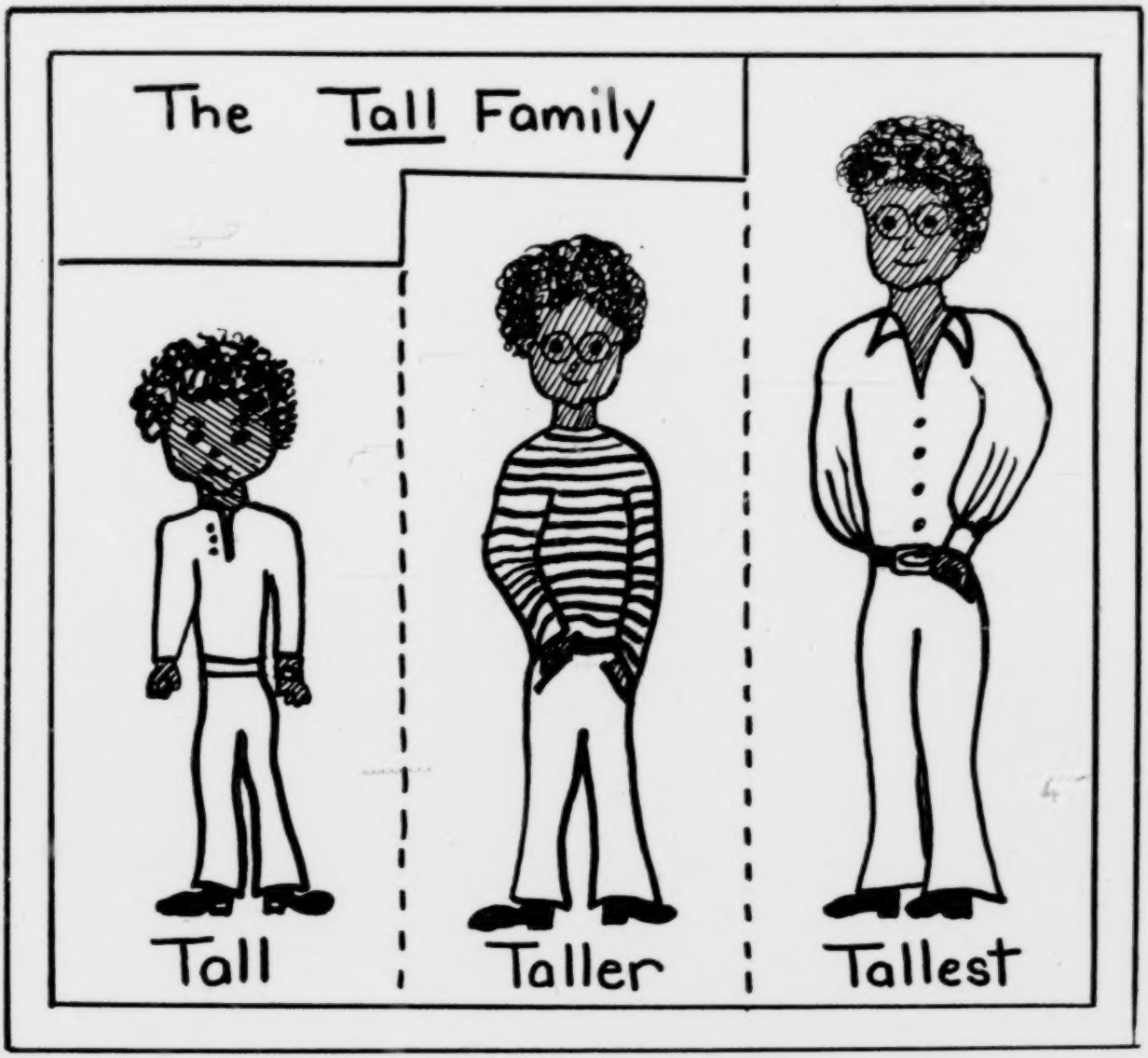
The "Friendly Letter" Puzzle



See next page for puzzle parts.

SKILL: FRIENDLY LETTER FORM


Heading
Greeting
Body
Closing
Signature



SKILL: COMPARATIVES -ER AND -EST

My head is <u>opposite</u> my tail.

under down

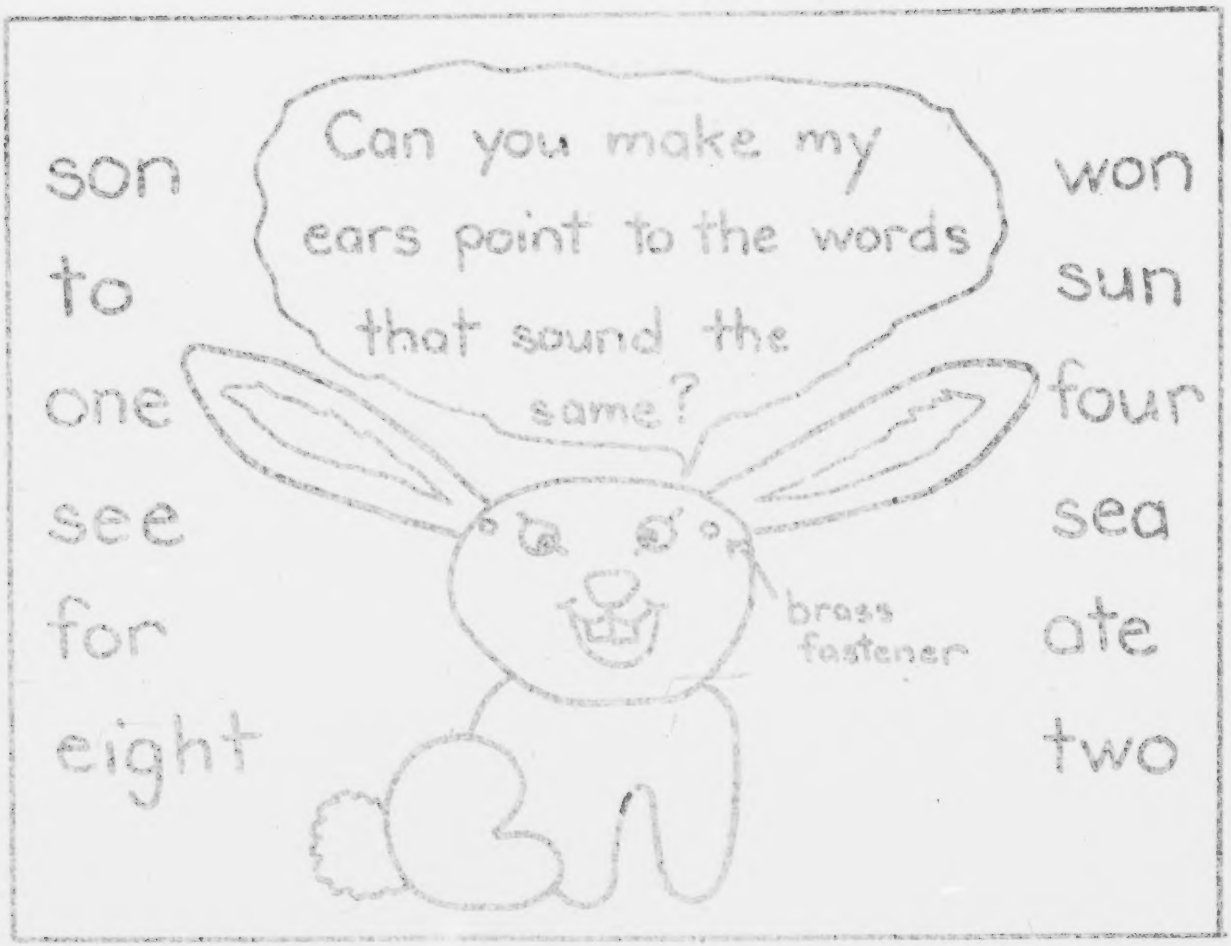
up no

in out

yes night

day over

SKILL: ANTONYMS



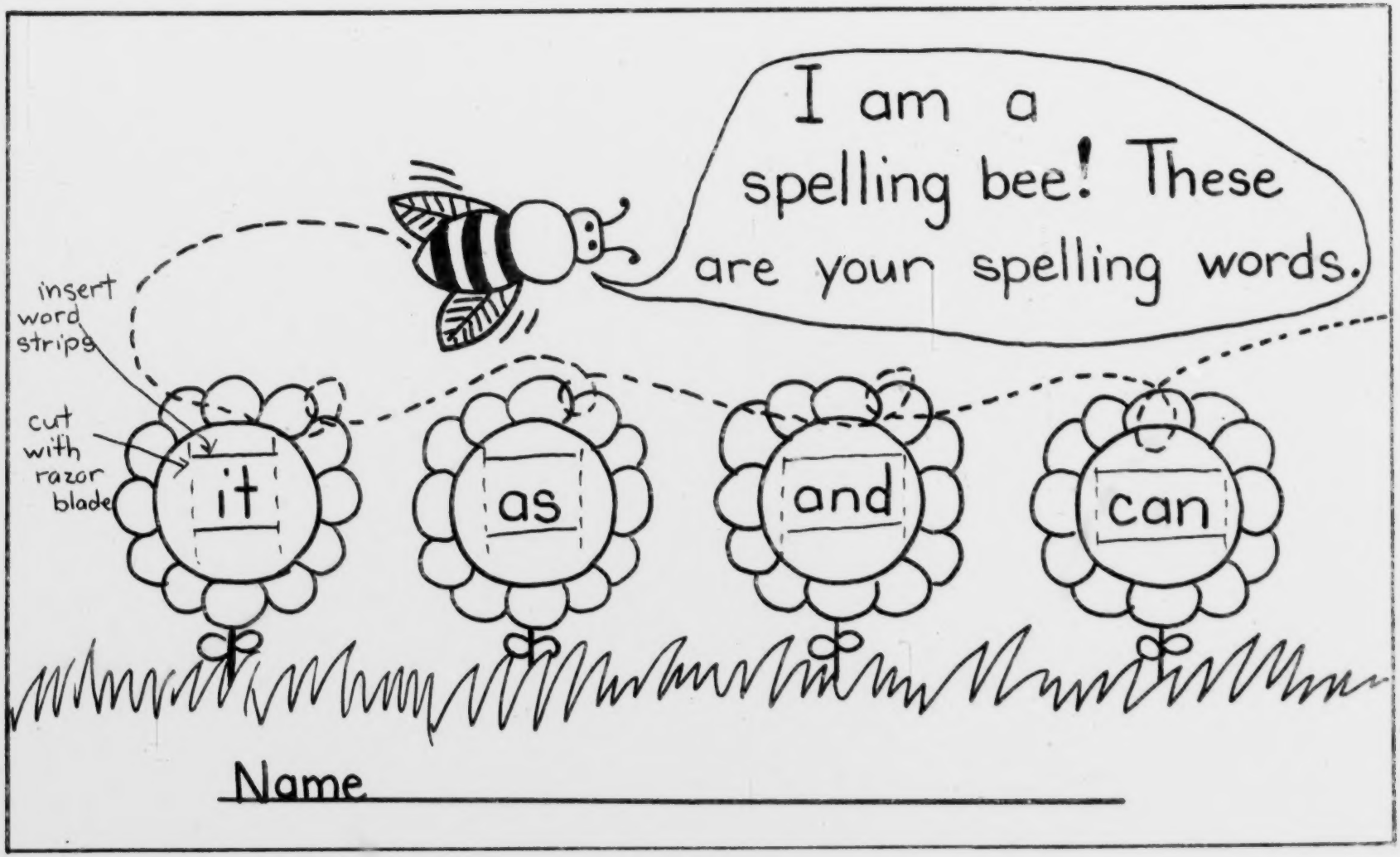
SKILL: HOMONYMS

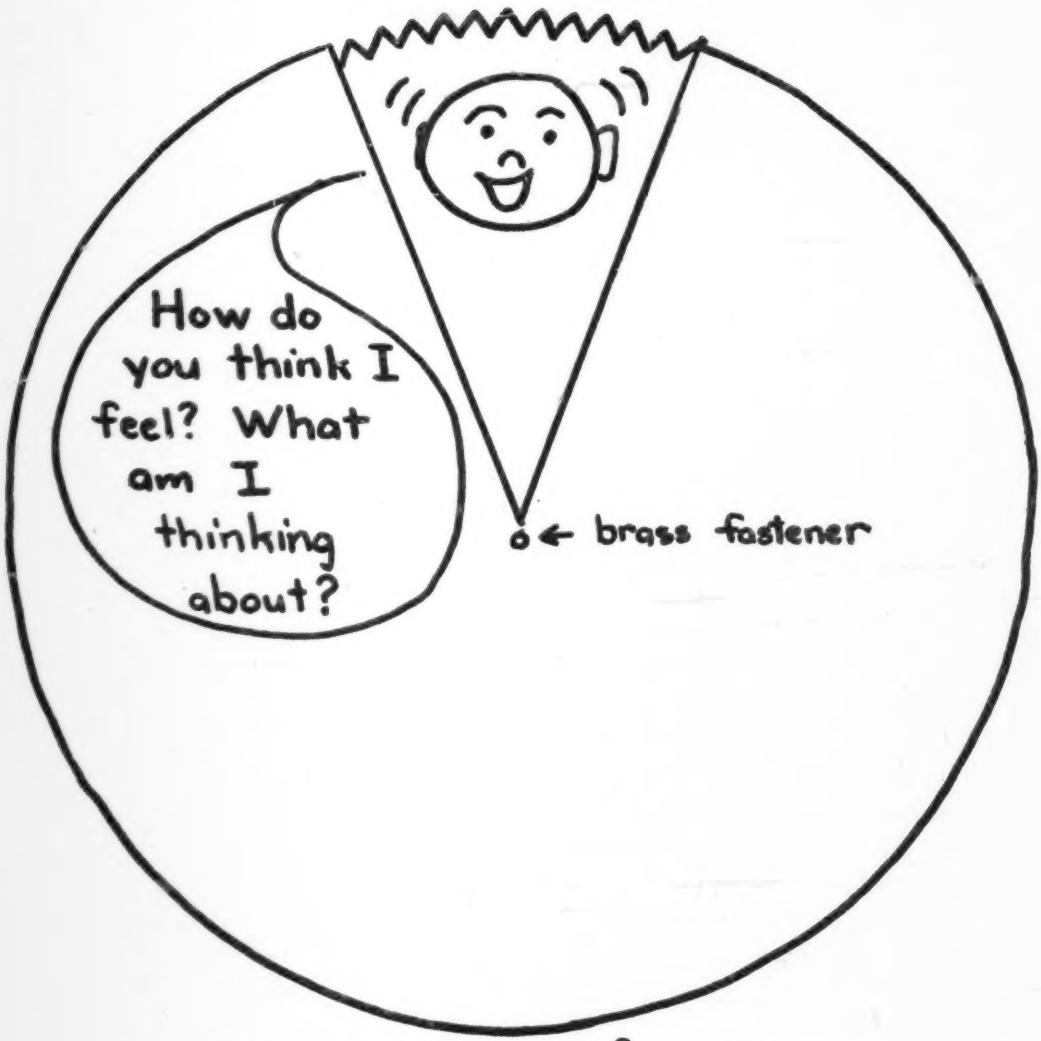
Match Our Tails

did not
do not
have not
I will
that is
is not

isn't
haven't
didn't
I'll
don't
that's

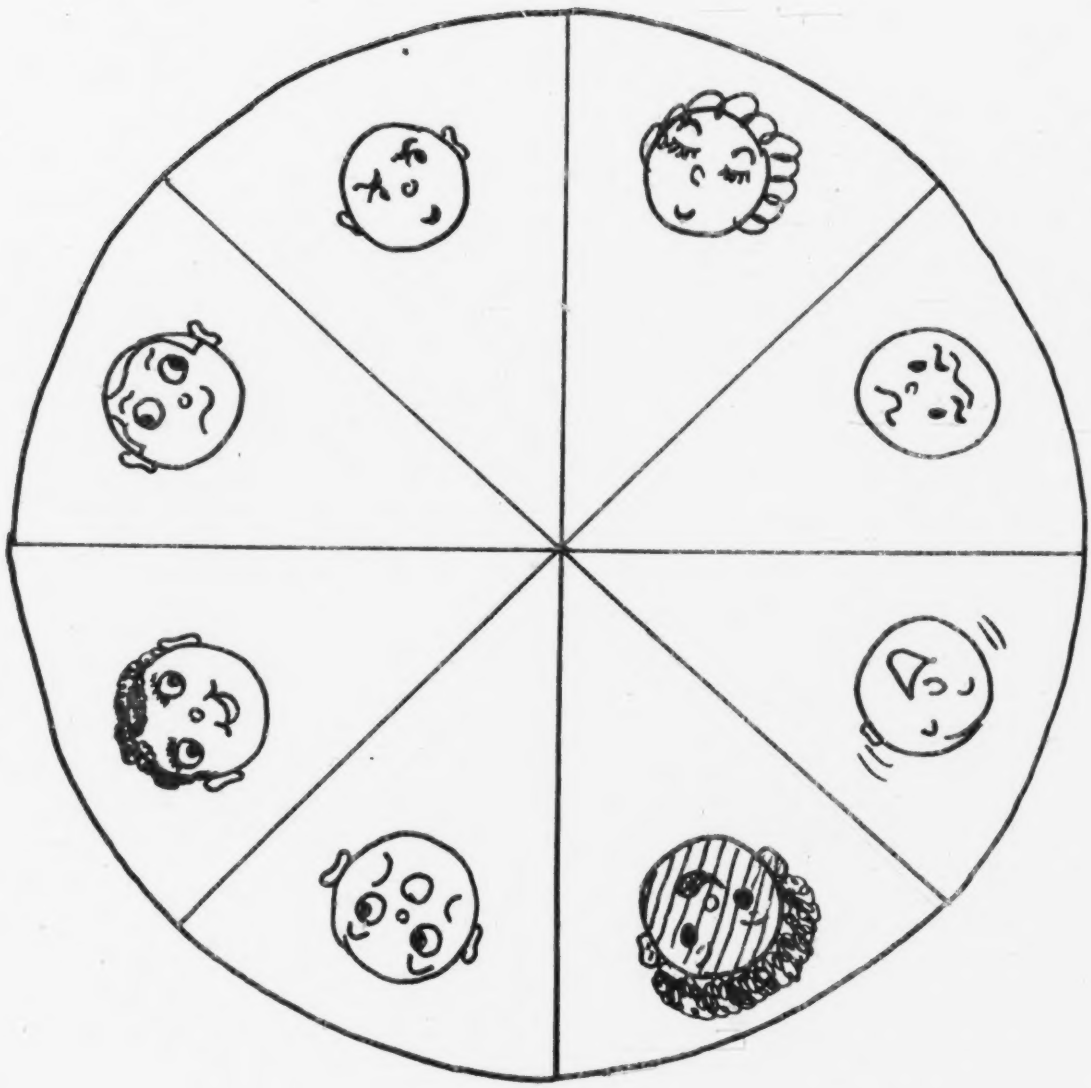
SKILL: CONTRACTIONS

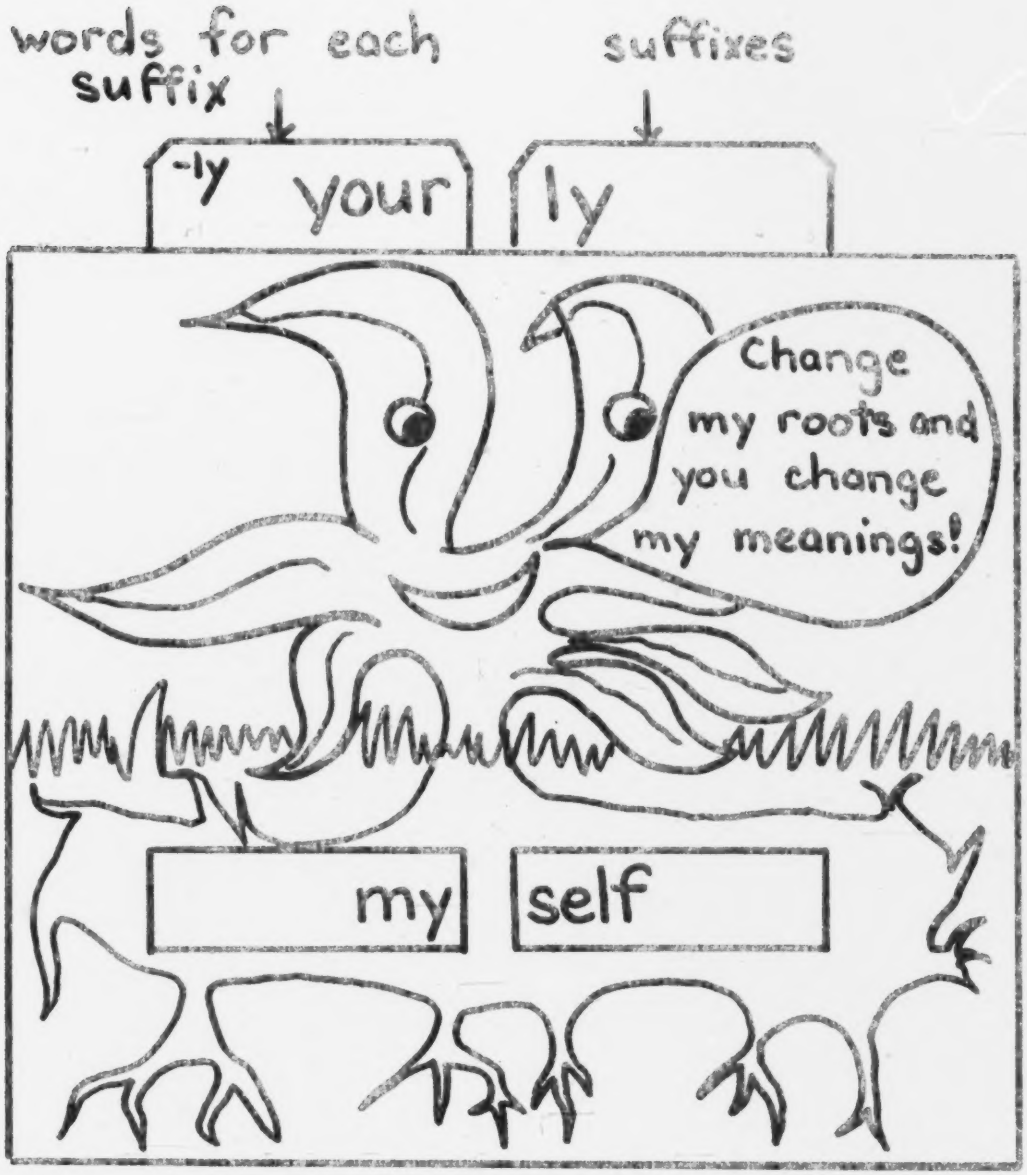

I am a spelling bee! These are your spelling words.
insert word strips
cut with razor blade
it
as
and
can
Name



See next page for inner circle pattern.

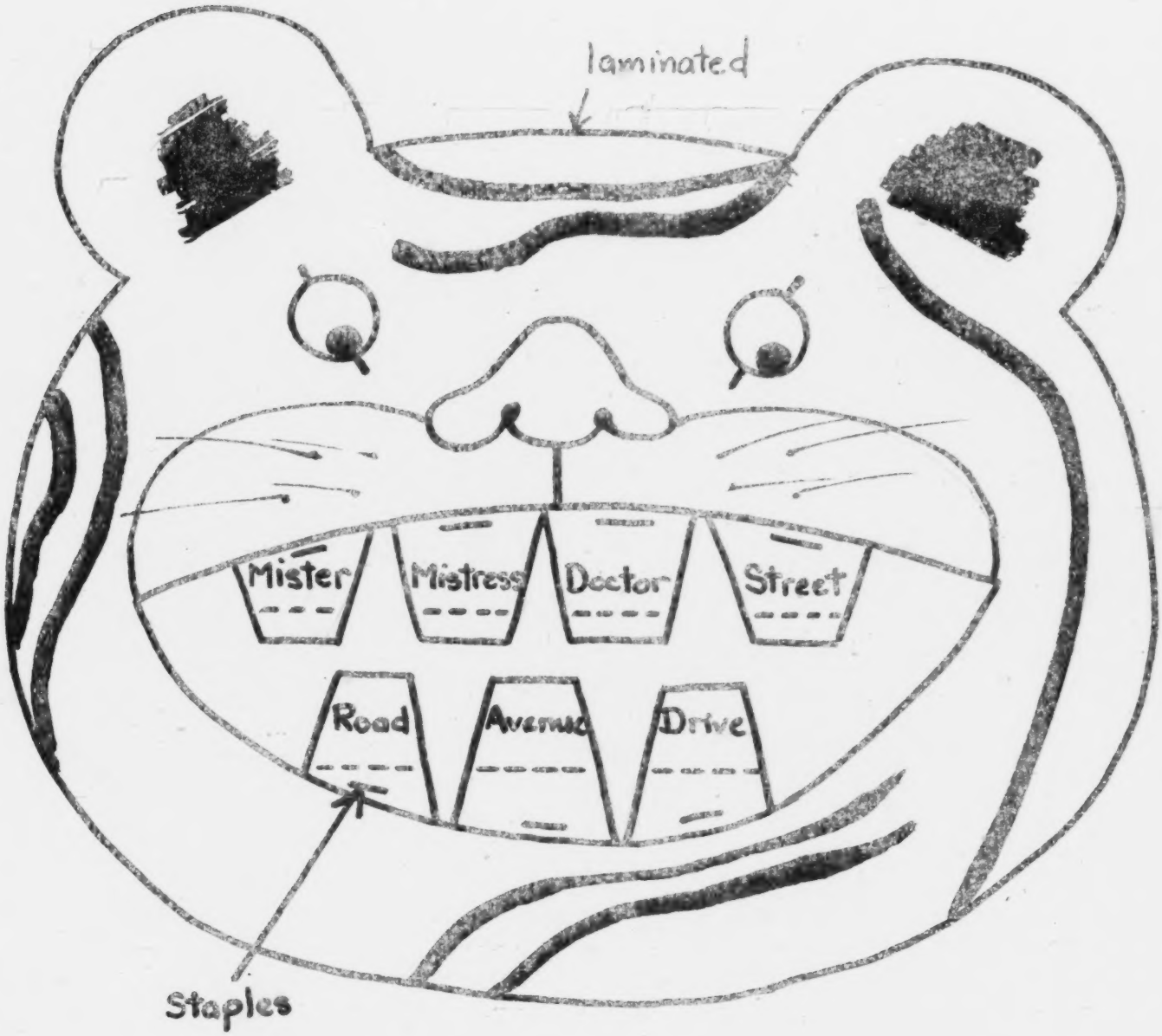
SKILL: ORAL EXPRESSION



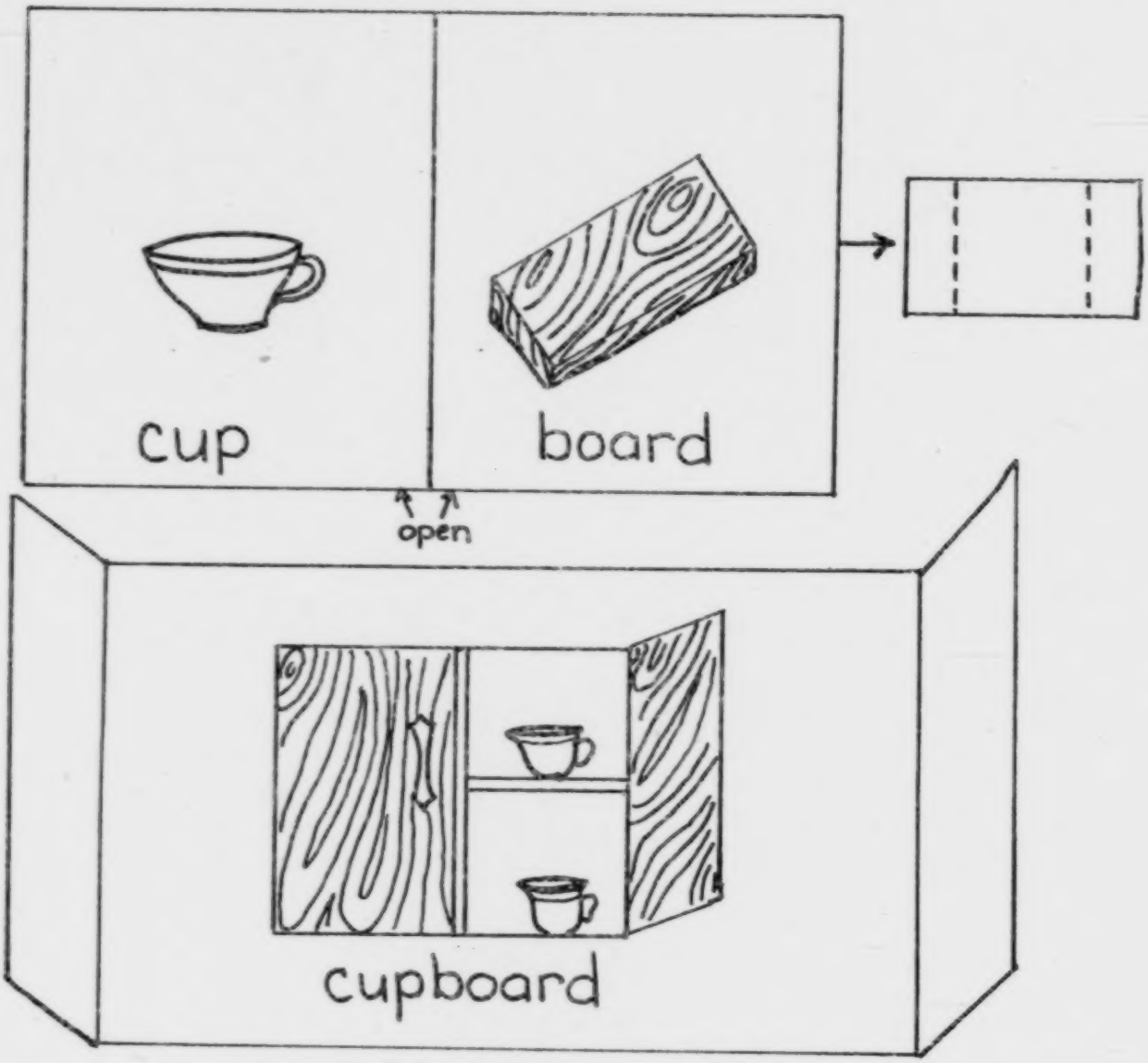


SKILL: BASE WORDS AND SUFFIXES (-LY, -NESS, -SELF, ETC.)

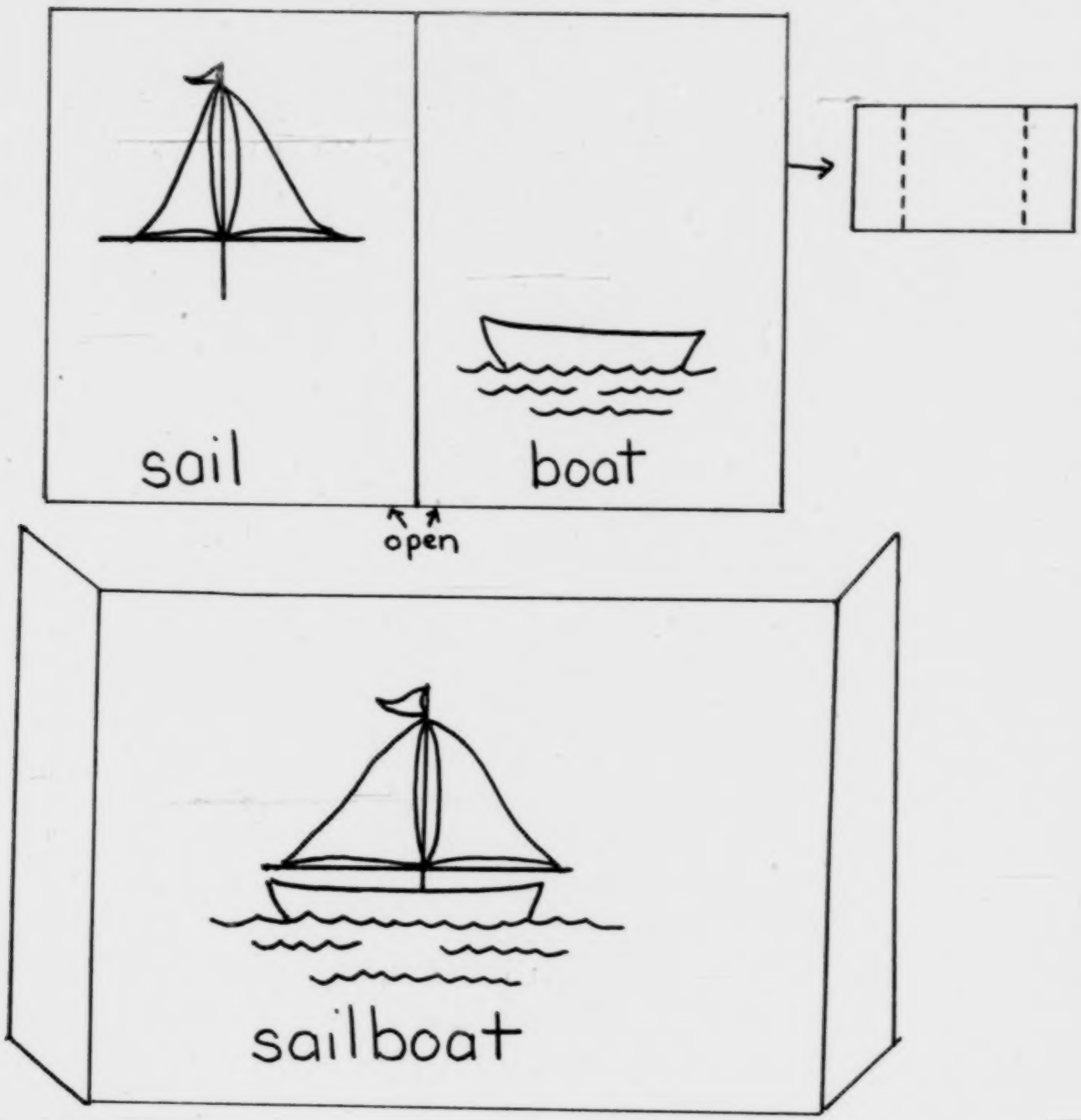
Self-corrective (The child writes his answer on the dotted line. He then lifts the tooth to see the correct answer.)



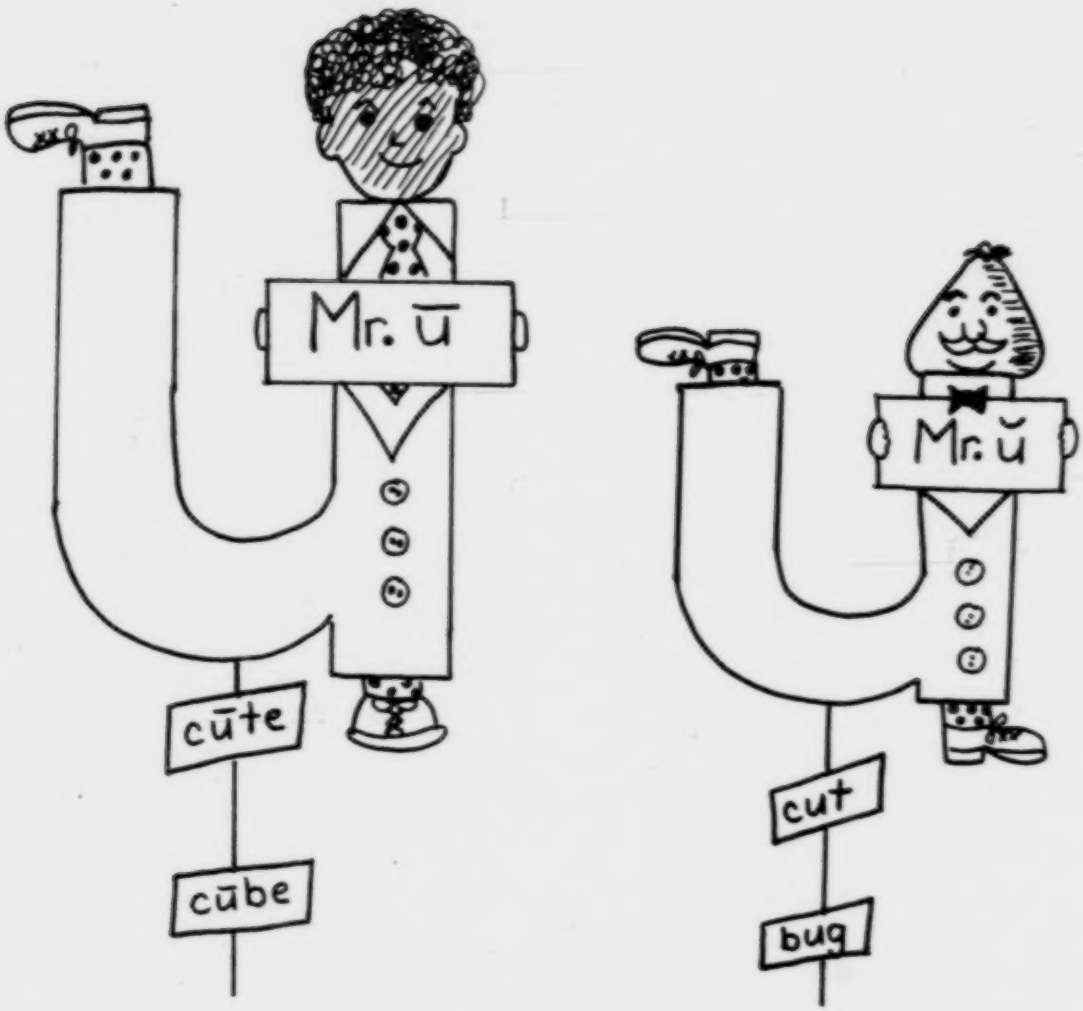
SKILL: ABBREVIATIONS



SKILL: COMPOUND WORDS

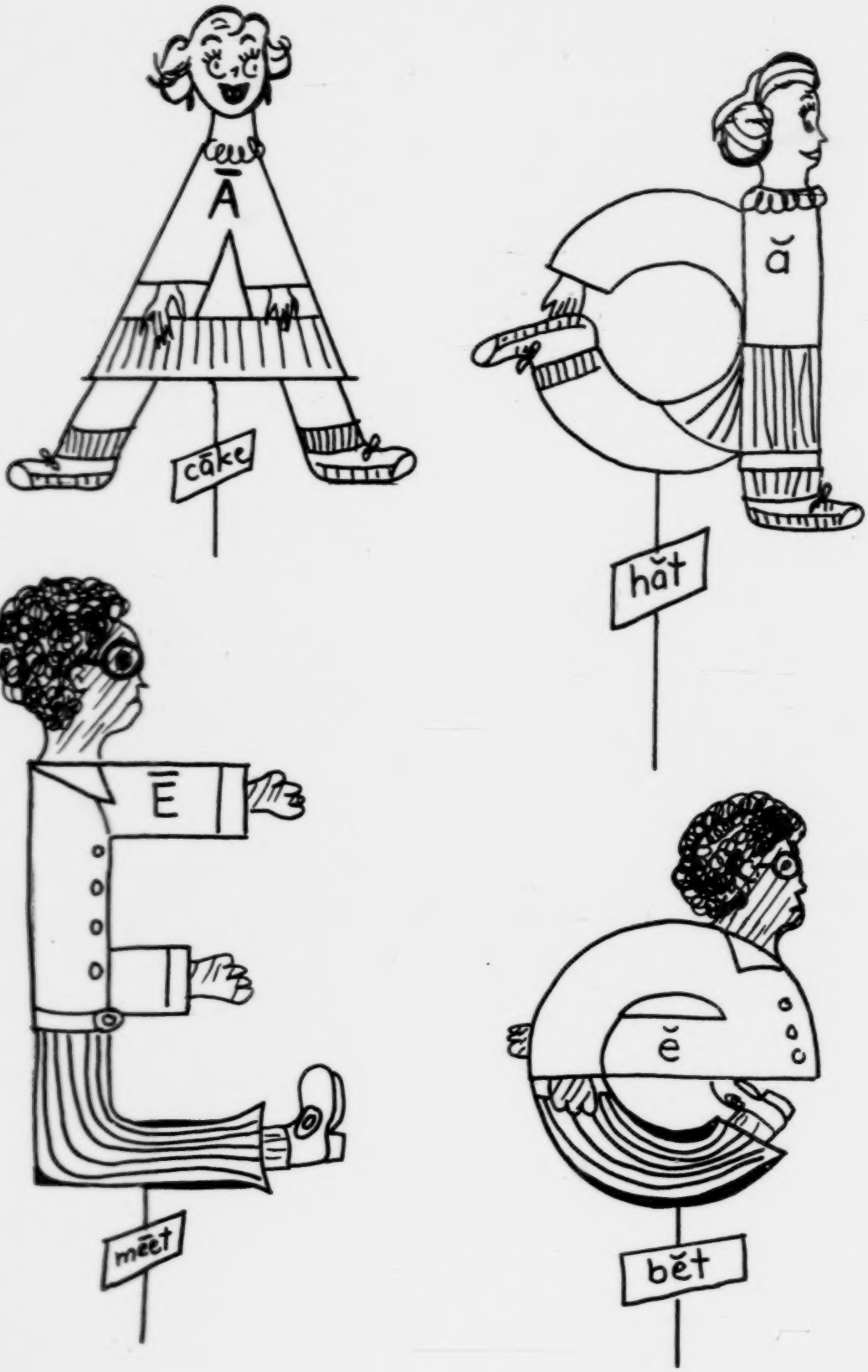


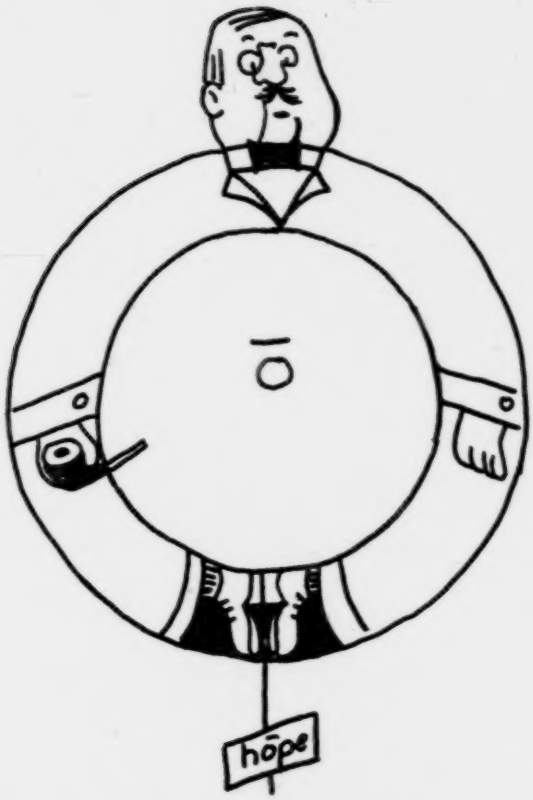
SKILL: COMPOUND WORDS



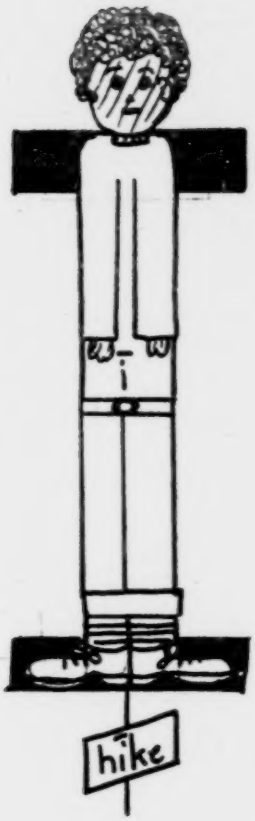
These vowel figures and those on the following pages can be cut out of heavy weight illustration board. The children can use these figures to create mobiles by using long and short vowel words.

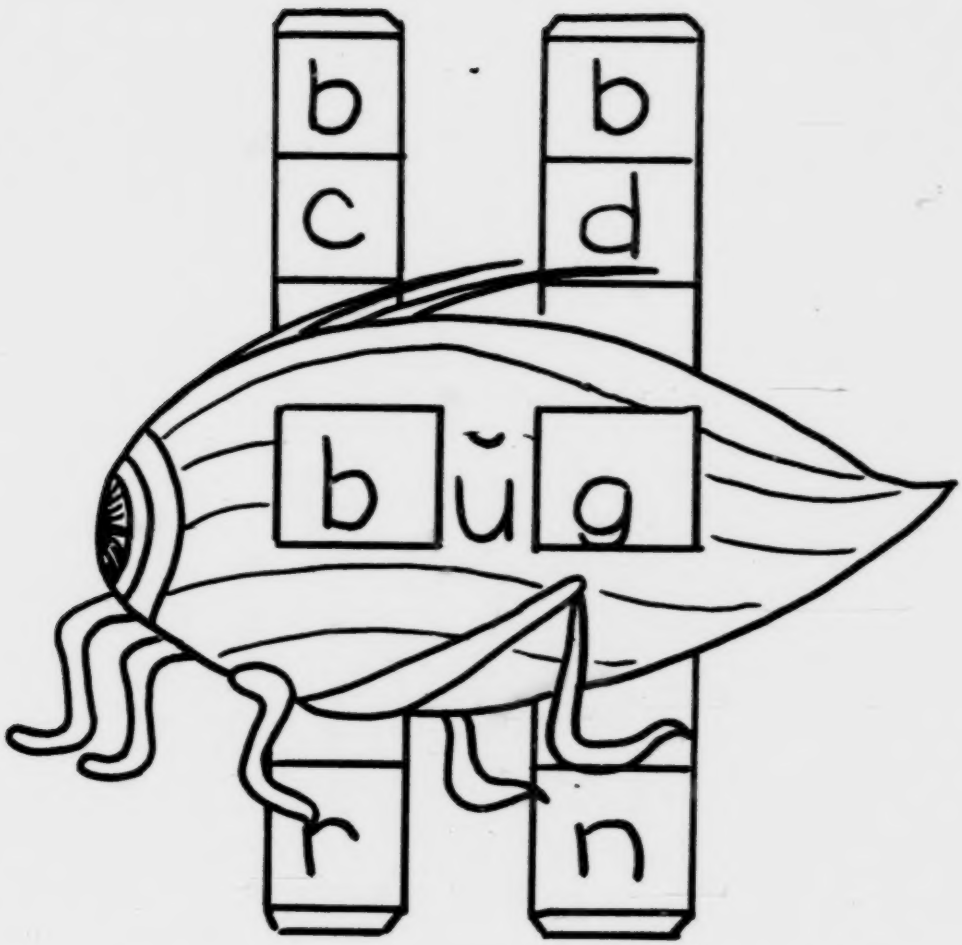
SKILLS: *LONG AND SHORT VOWEL SOUNDS*


Ā
cāke
ă
hăt
Ē
mēet
ĕ
bĕt

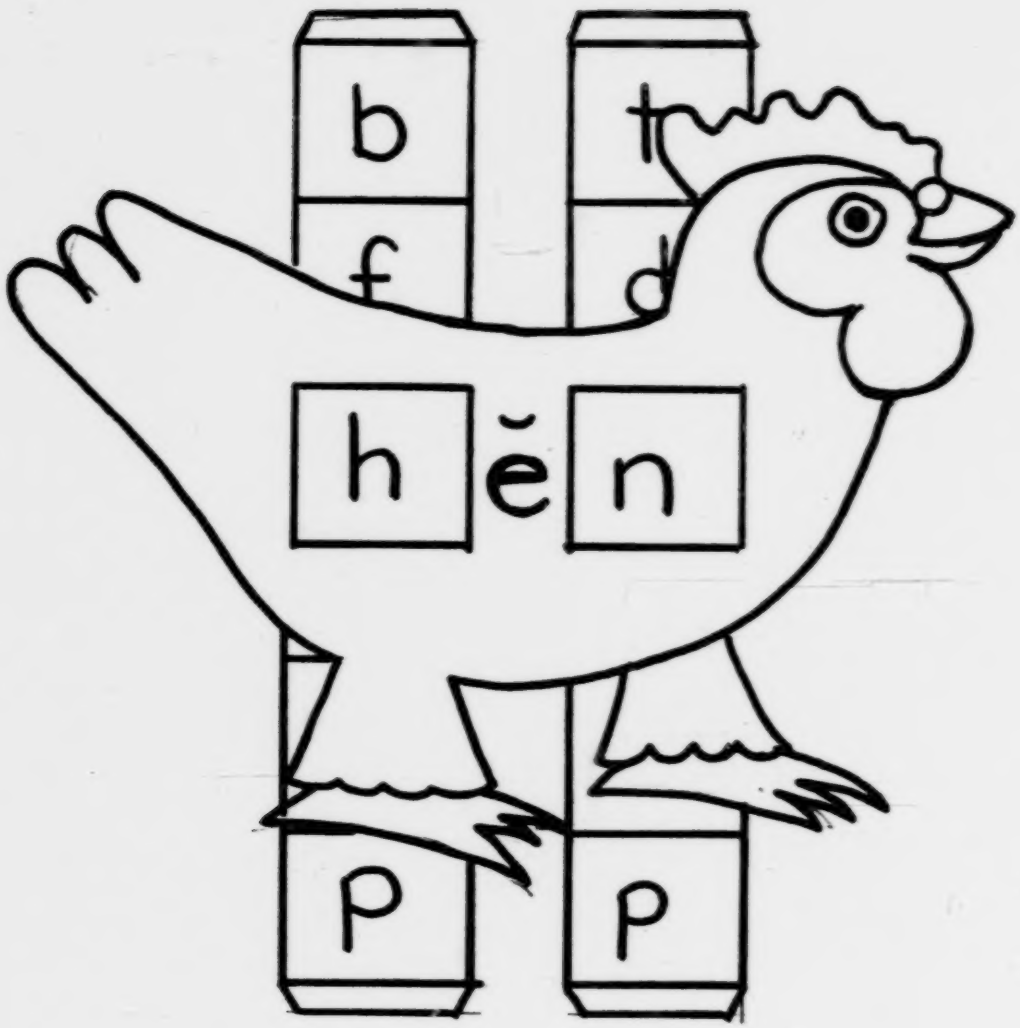


(Make smaller
for short o)

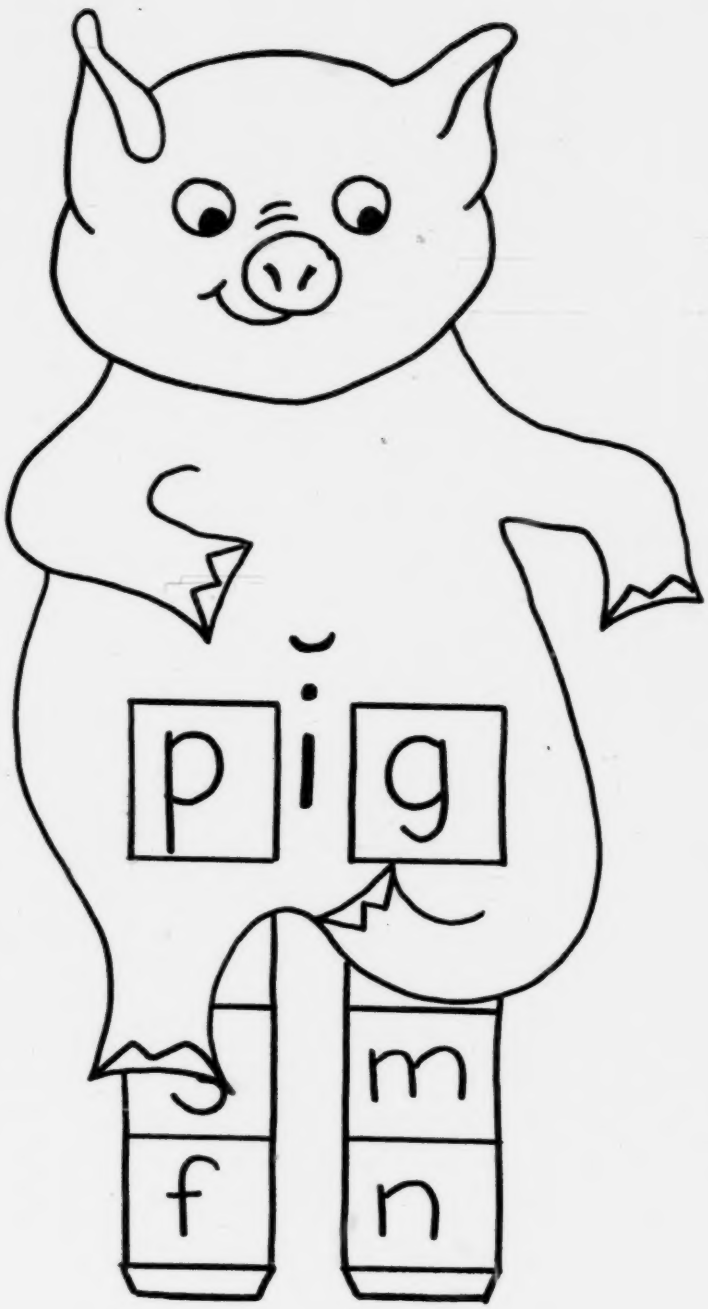




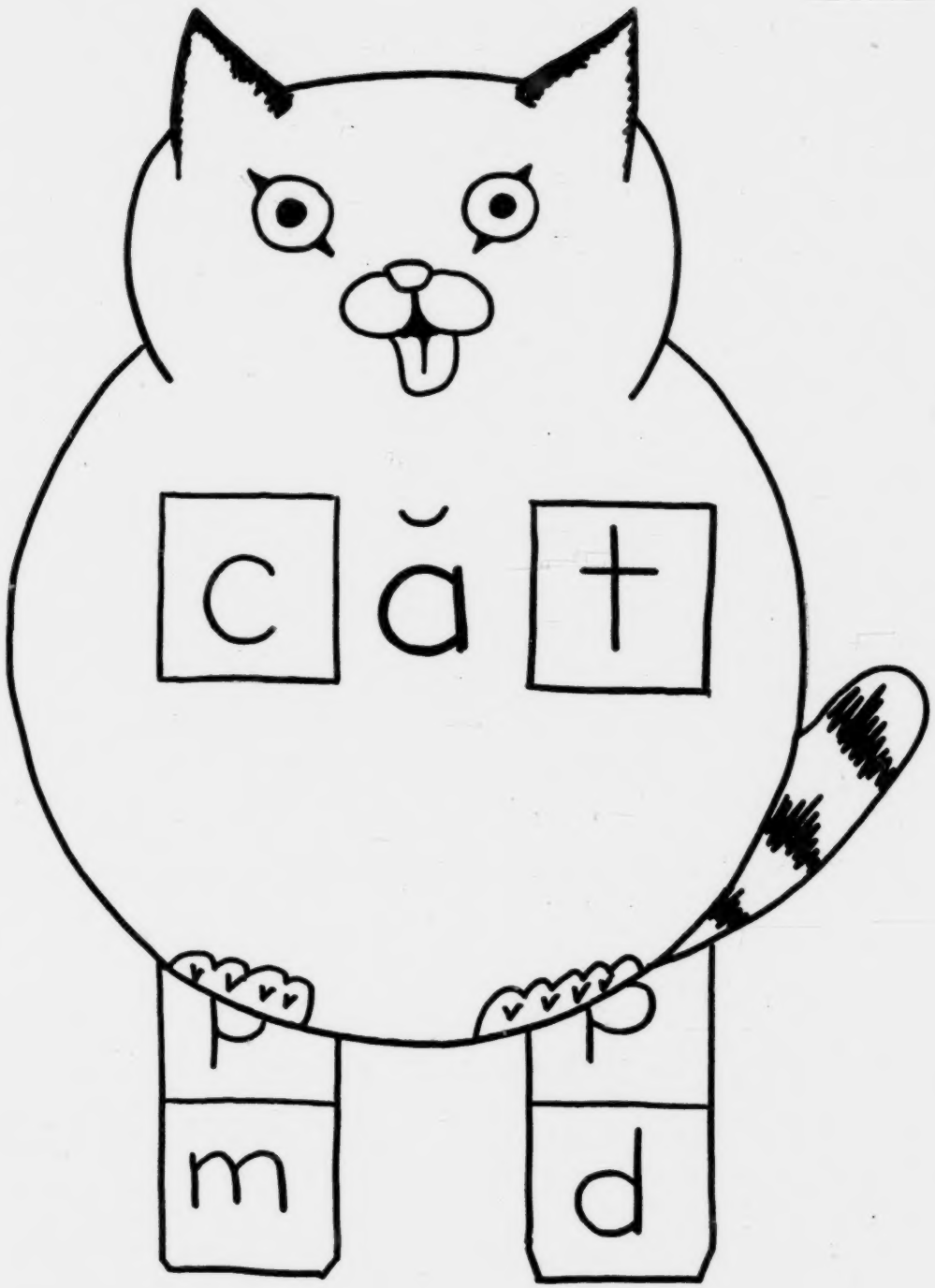
SKILLS: SHORT ŭ SOUND IN MEDIAL POSITION, INITIAL AND FINAL CONSONANT SOUNDS



SKILLS: SHORT Ĕ SOUND IN MEDIAL POSITION, INITIAL AND FINAL CONSONANT SOUNDS

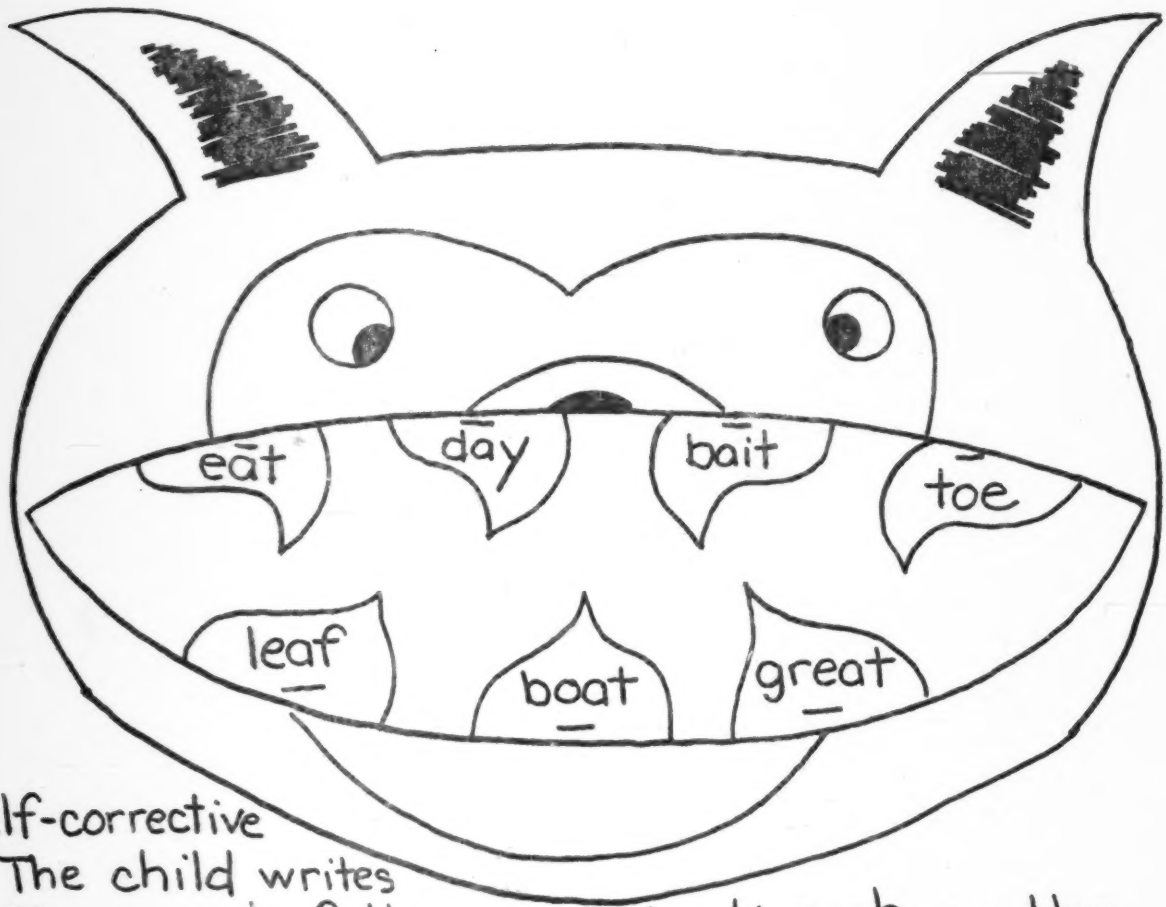


SKILL: SHORT ĭ SOUND IN MEDIAL POSITION, INITIAL AND FINAL CONSONANT SOUNDS



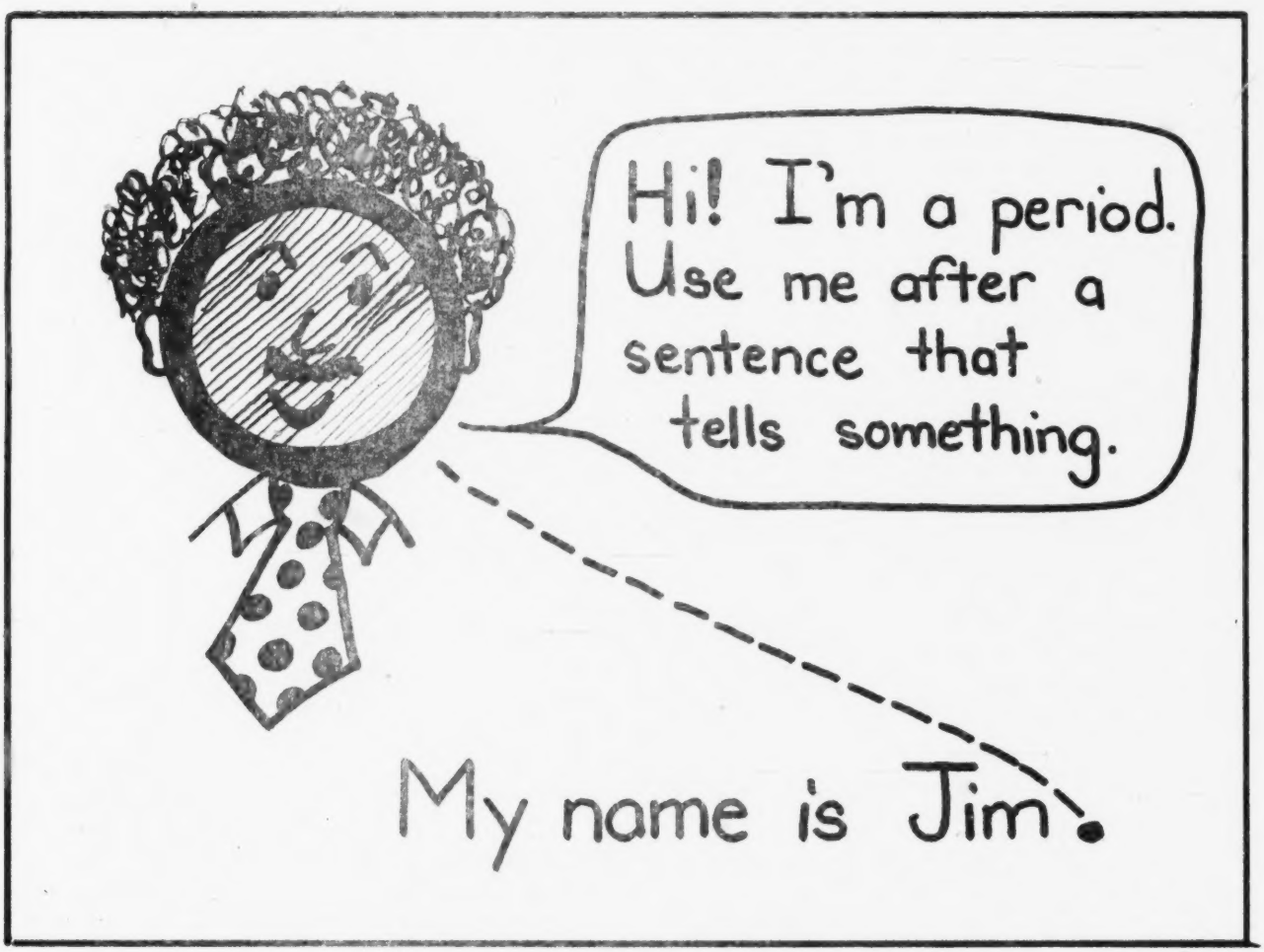
SKILL: SHORT Ă SOUND IN MEDIAL POSITION, INITIAL AND FINAL CONSONANT SOUNDS

SKILL: THIS ACTIVITY CAN BE ADAPTED FOR WORD RECOGNITION OF LONG AND SHORT VOWEL WORDS.

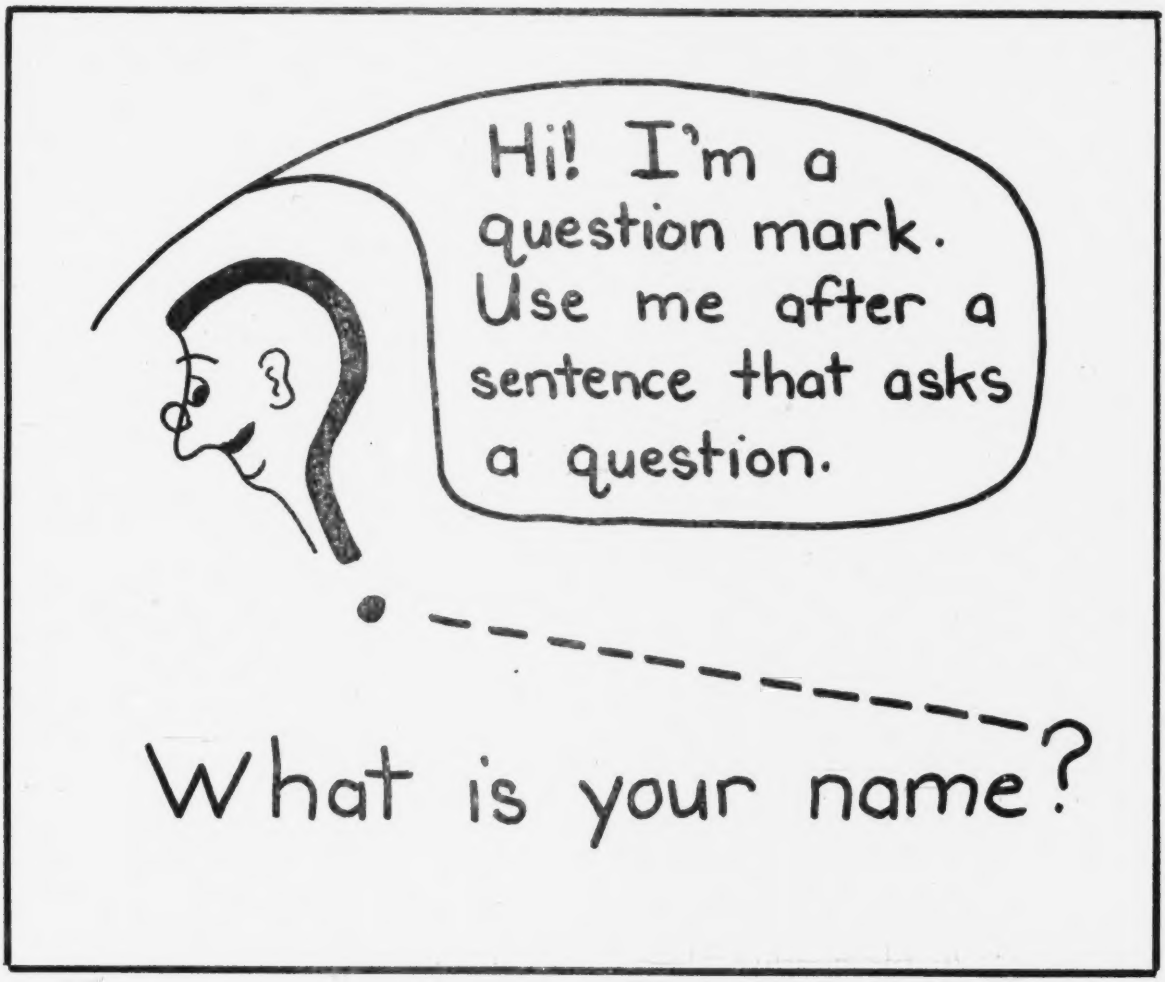


self-corrective
(The child writes the sound of the vowel digraph on the ditted line. The correct answer is found by lifting the fox's tooth.)

SKILL: VOWEL DIGRAPHS

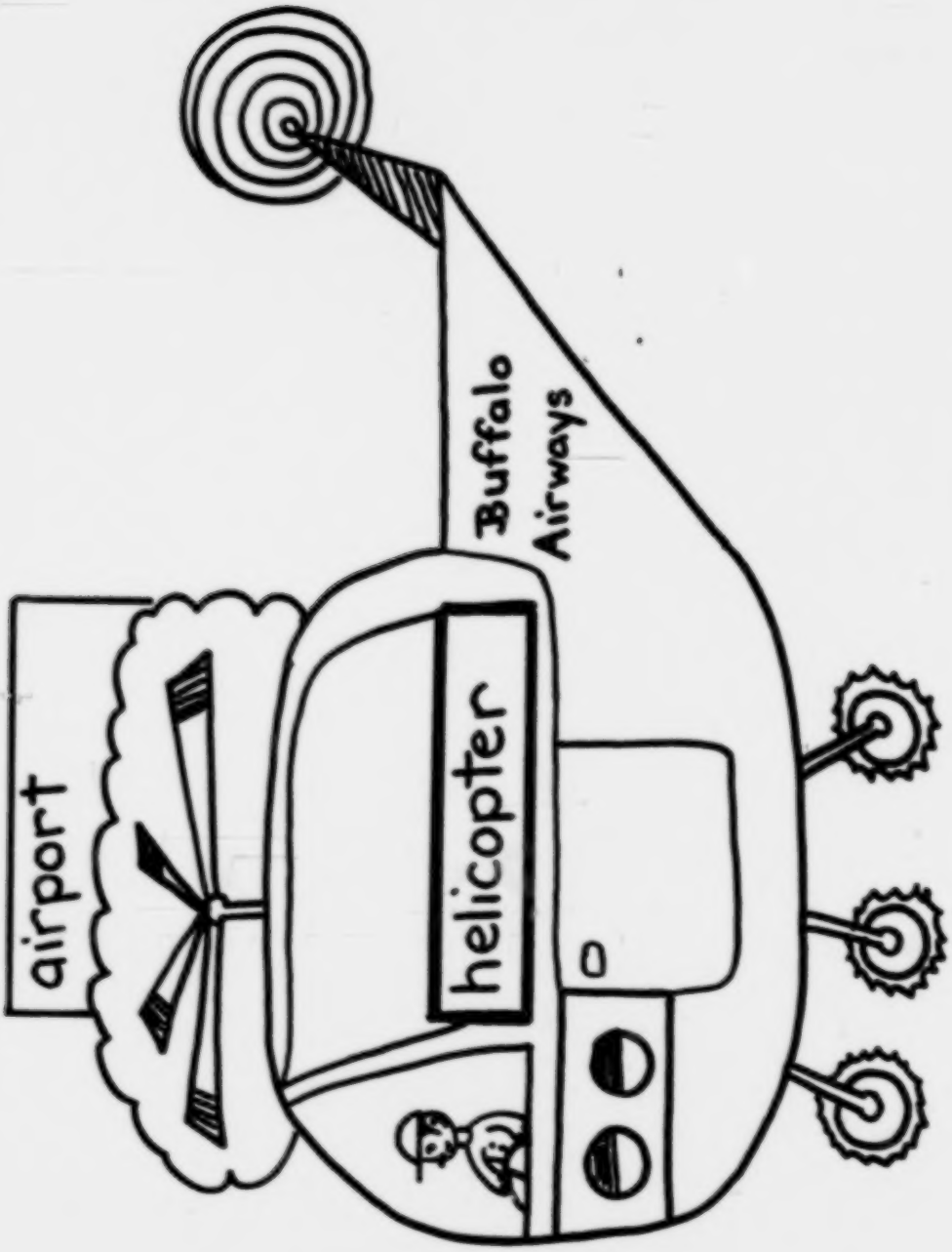


SKILL: USE OF PERIOD

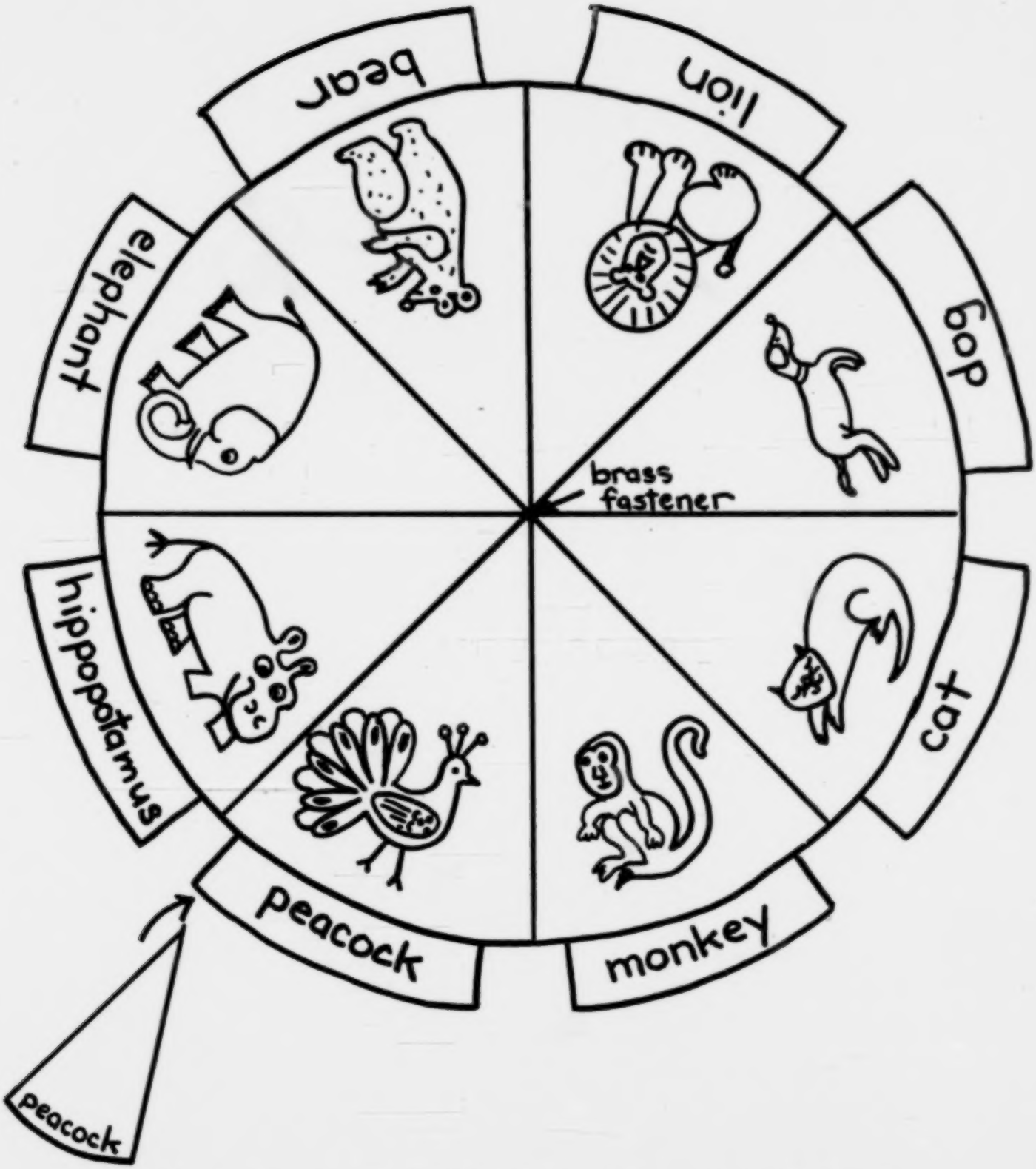


SKILL: USE OF QUESTION MARK

SKILL: USE OF EXCLAMATION POINT

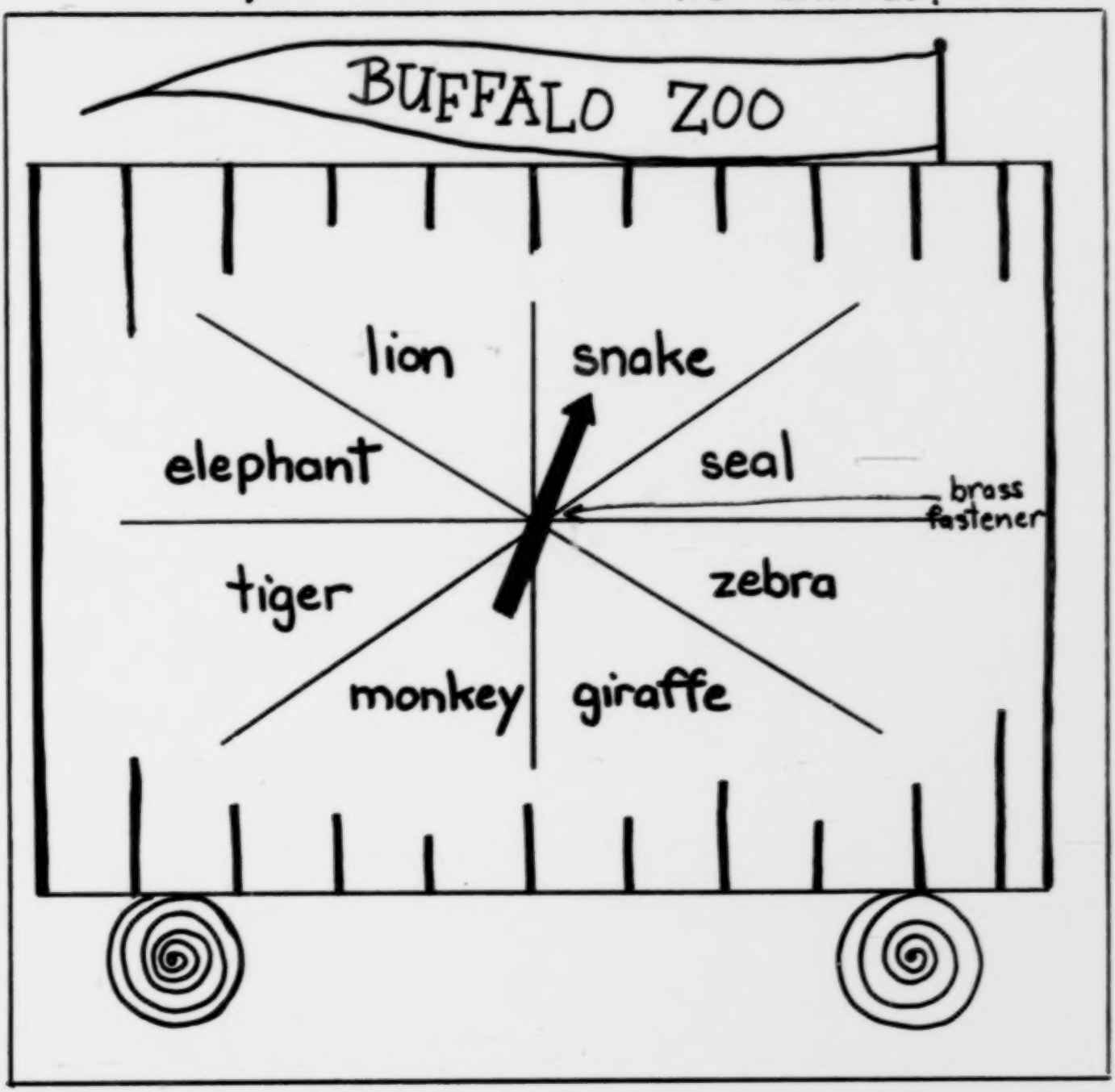


SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCES AT AN AIRPORT FIELD TRIP)

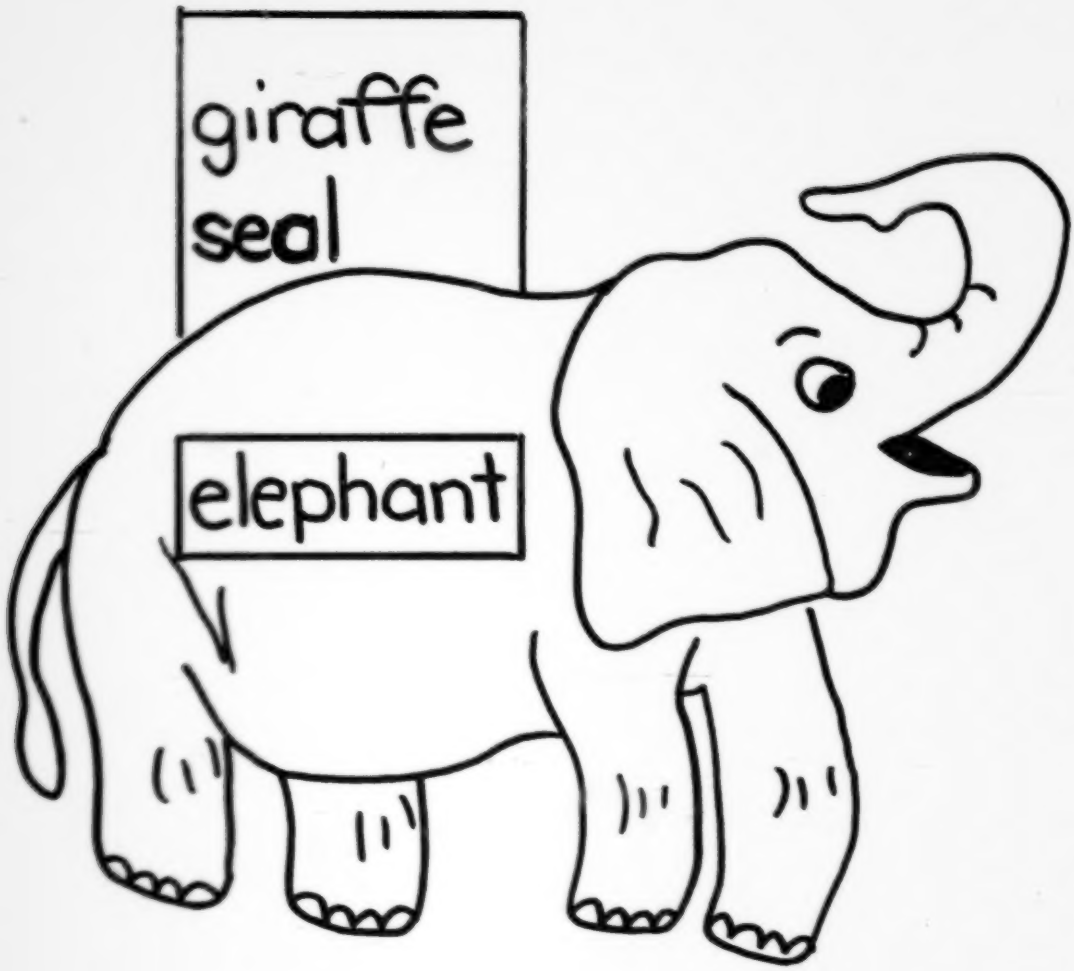


SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCES AT THE BUFFALO ZOO)

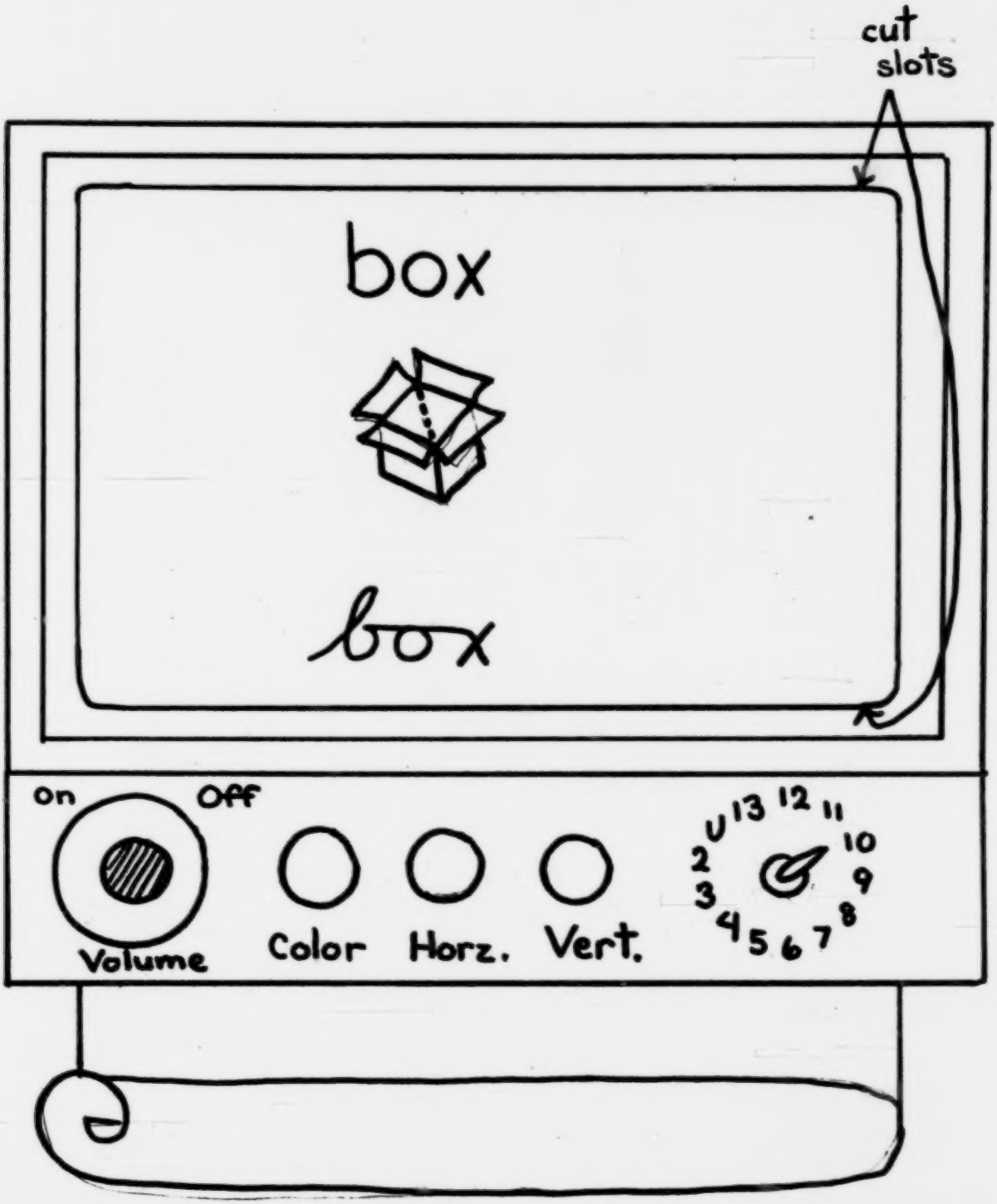
"Tell me something about this animal."
"Can you move like this animal?"



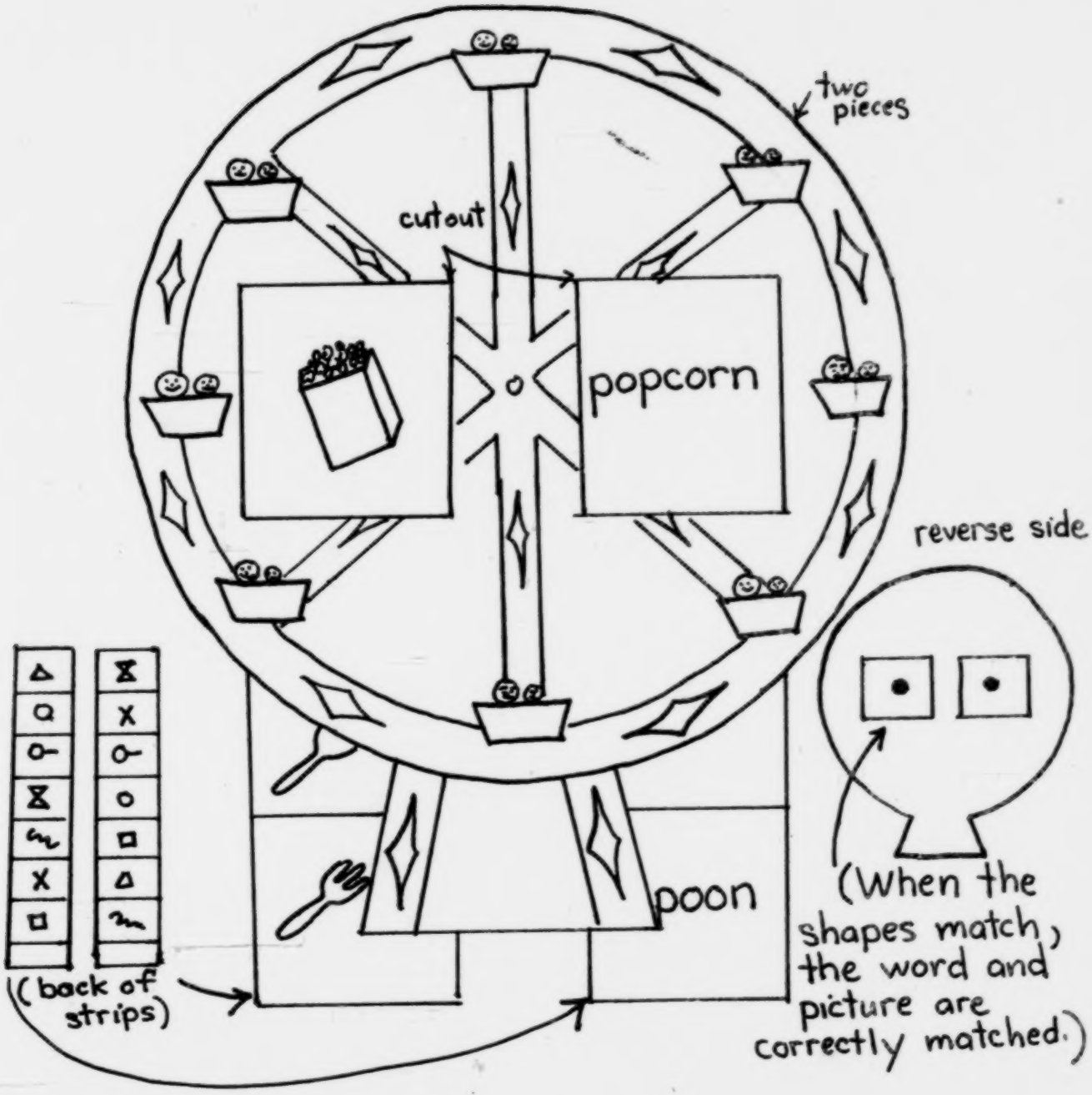
SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCES AT THE BUFFALO ZOO)



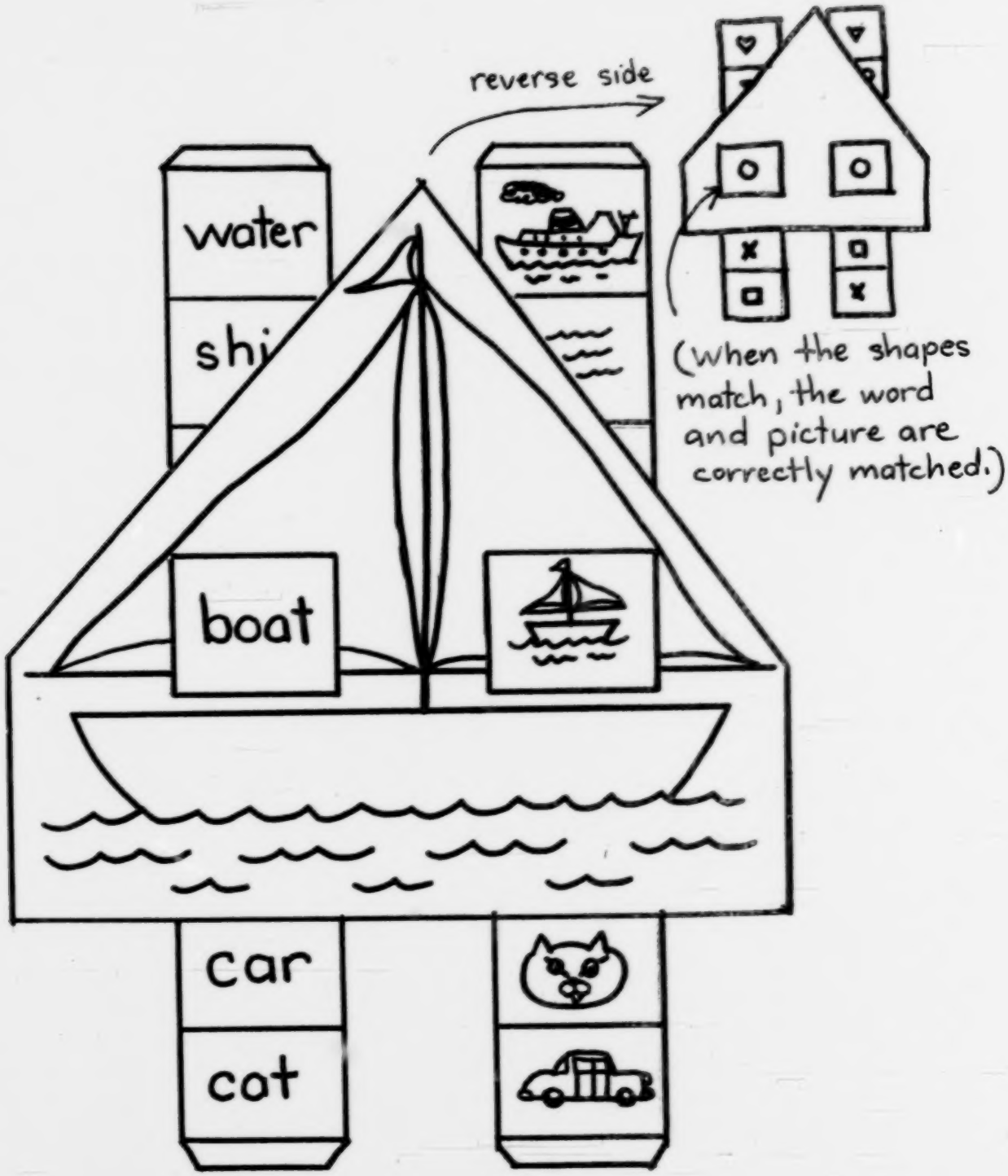
SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCES AT THE BUFFALO ZOO)



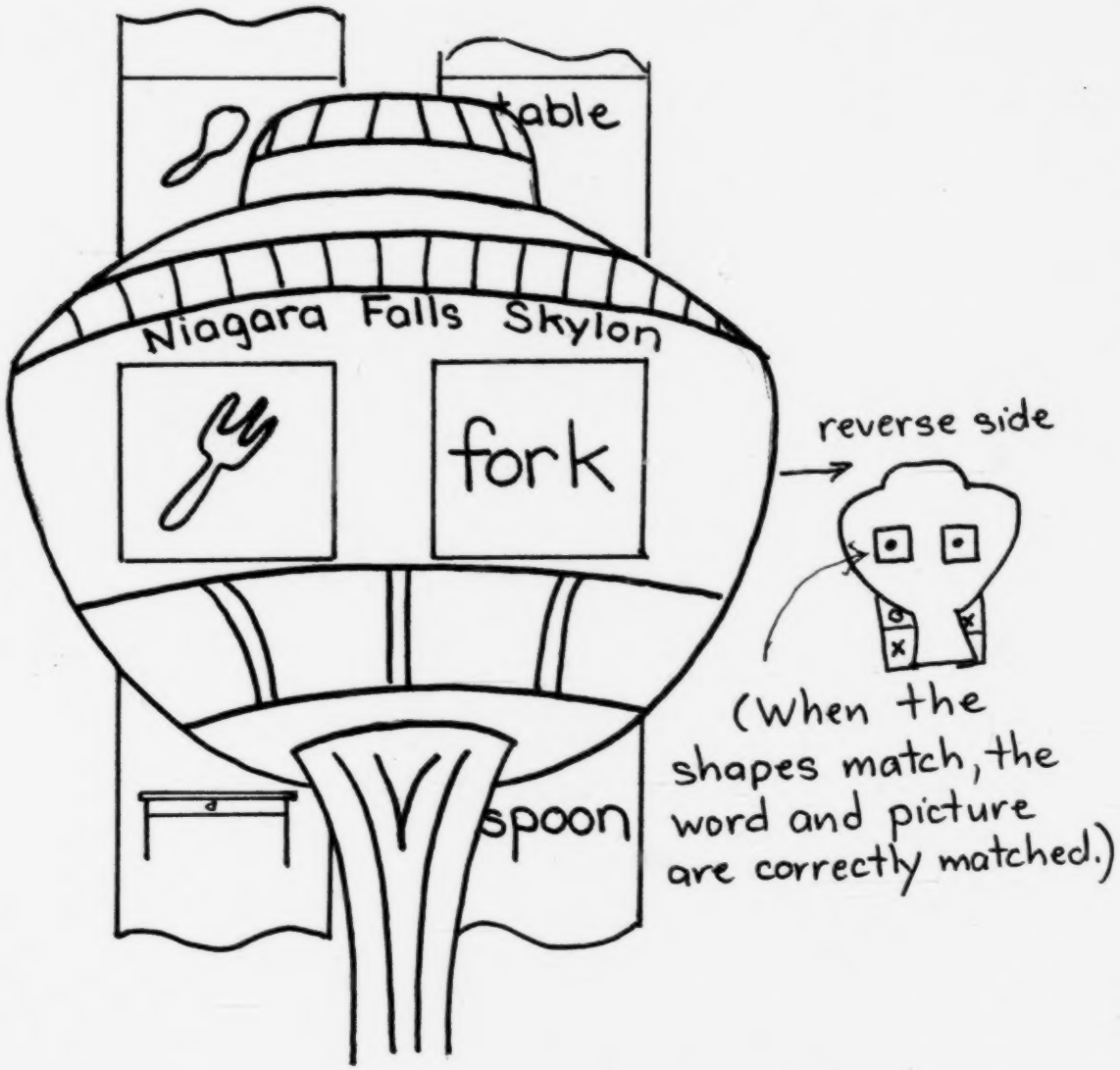
SKILLS: WORD RECOGNITION, MANUSCRIPT AND CURSIVE WRITING



SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCENCES AT LONG POINT AMUSEMENT PARK)

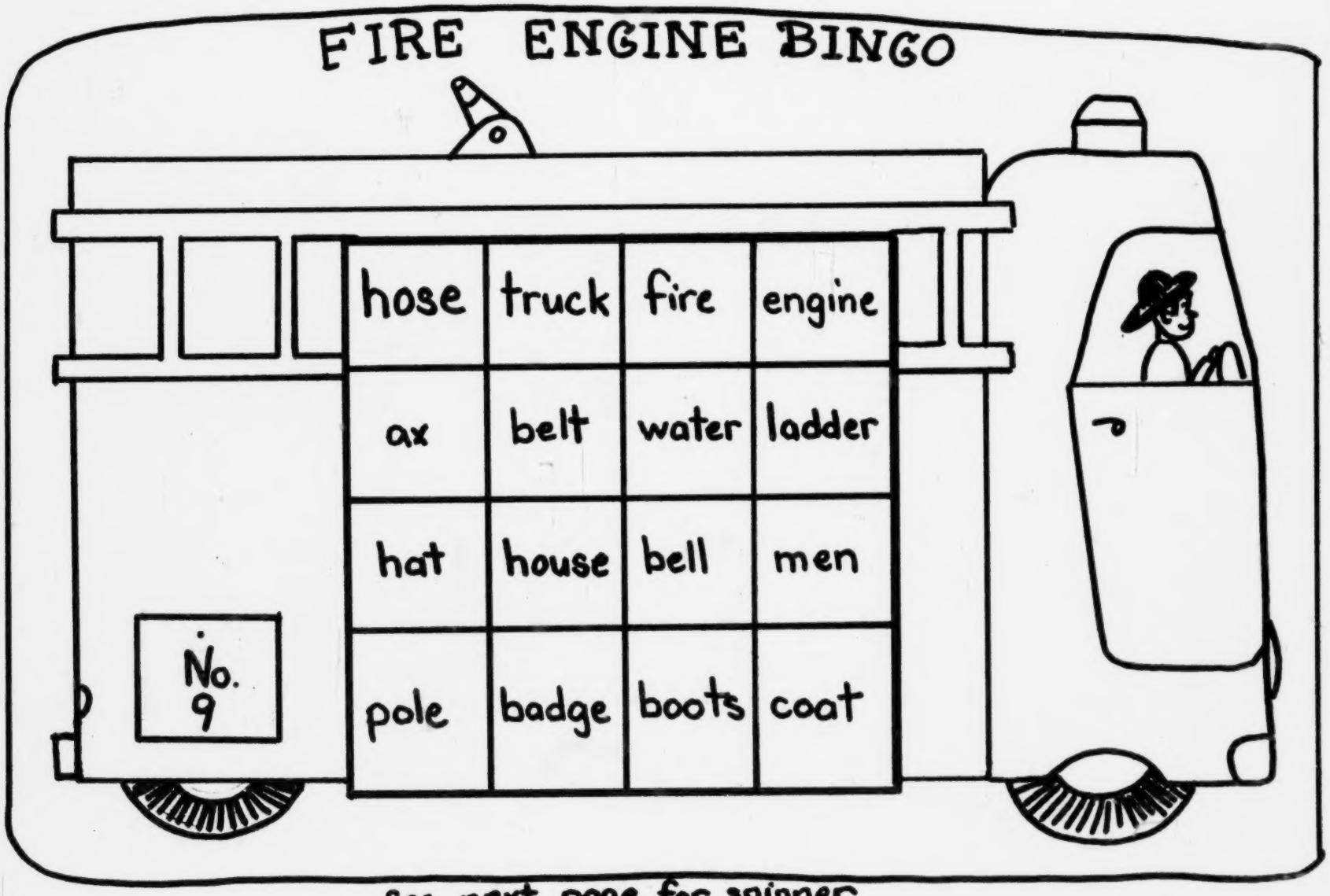


SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCES AT A PUBLIC BEACH)



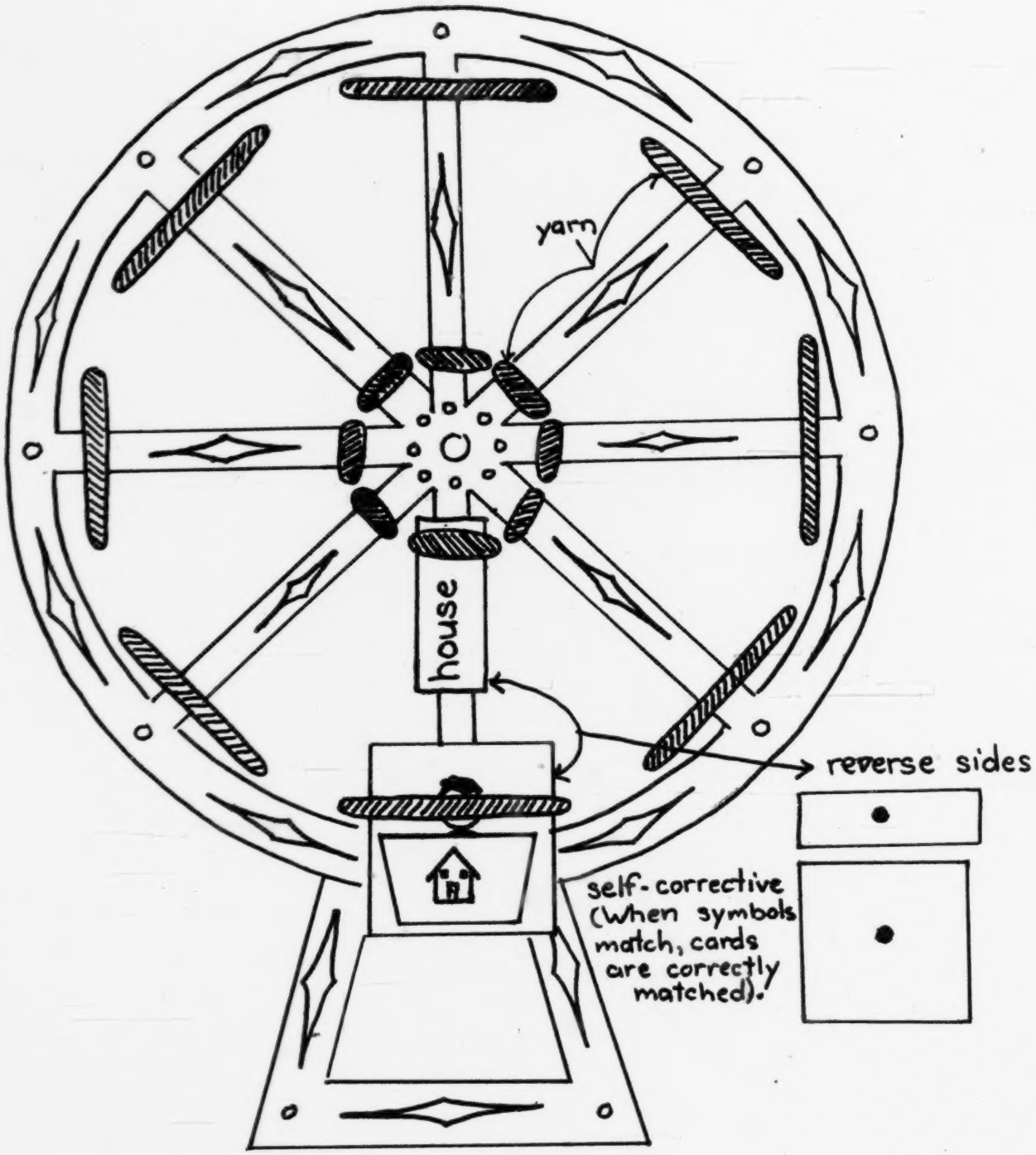
SKILL: WORD RECOGNITION (BASED ON CHILDREN'S EXPERIENCES AT NIAGARA FALLS SKYLON)

FIRE ENGINE BINGO

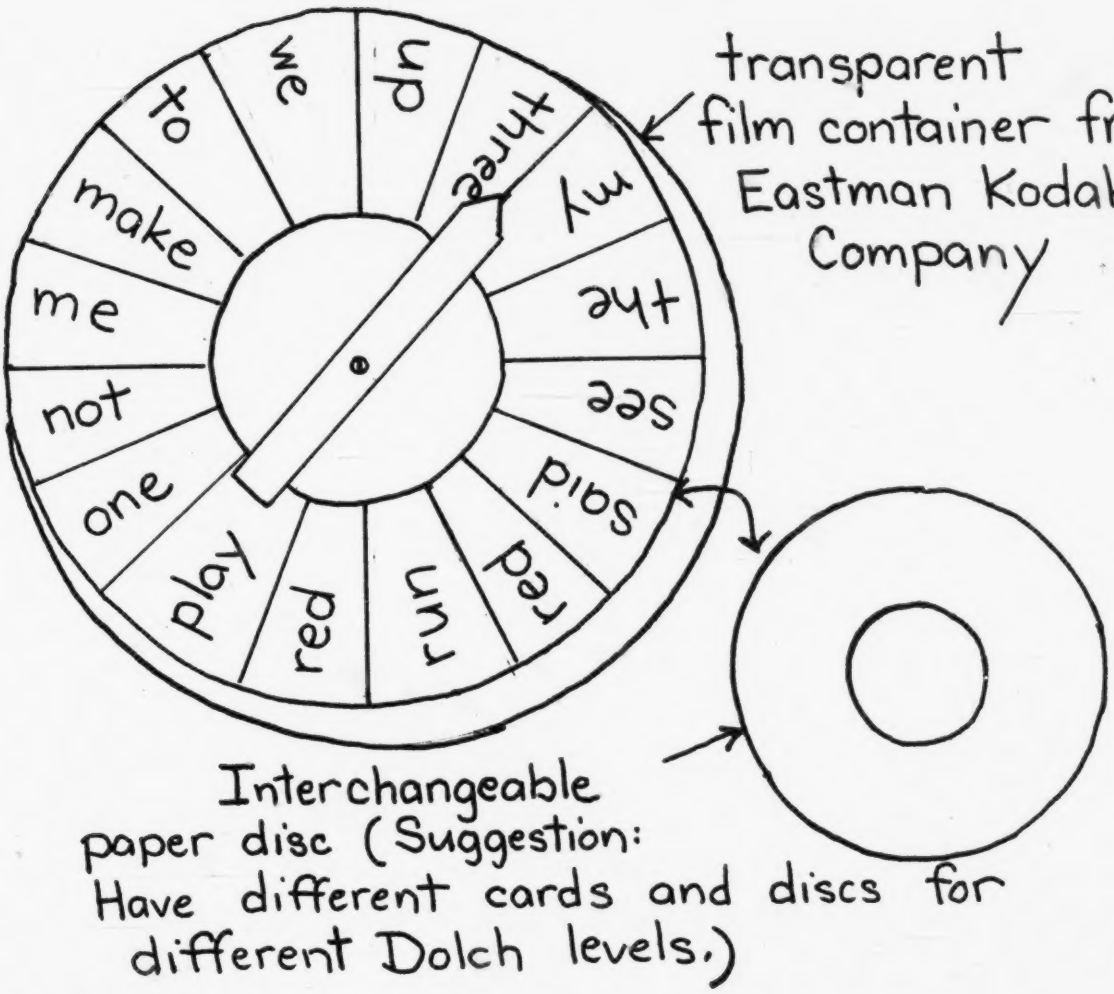


See next page for spinner.

FIRE ALARM
ox
belt
coat
boots
badge
pole
men
house
hat
ladder
water
bell
engine
hose
truck
fire



SKILL: WORD RECOGNITION



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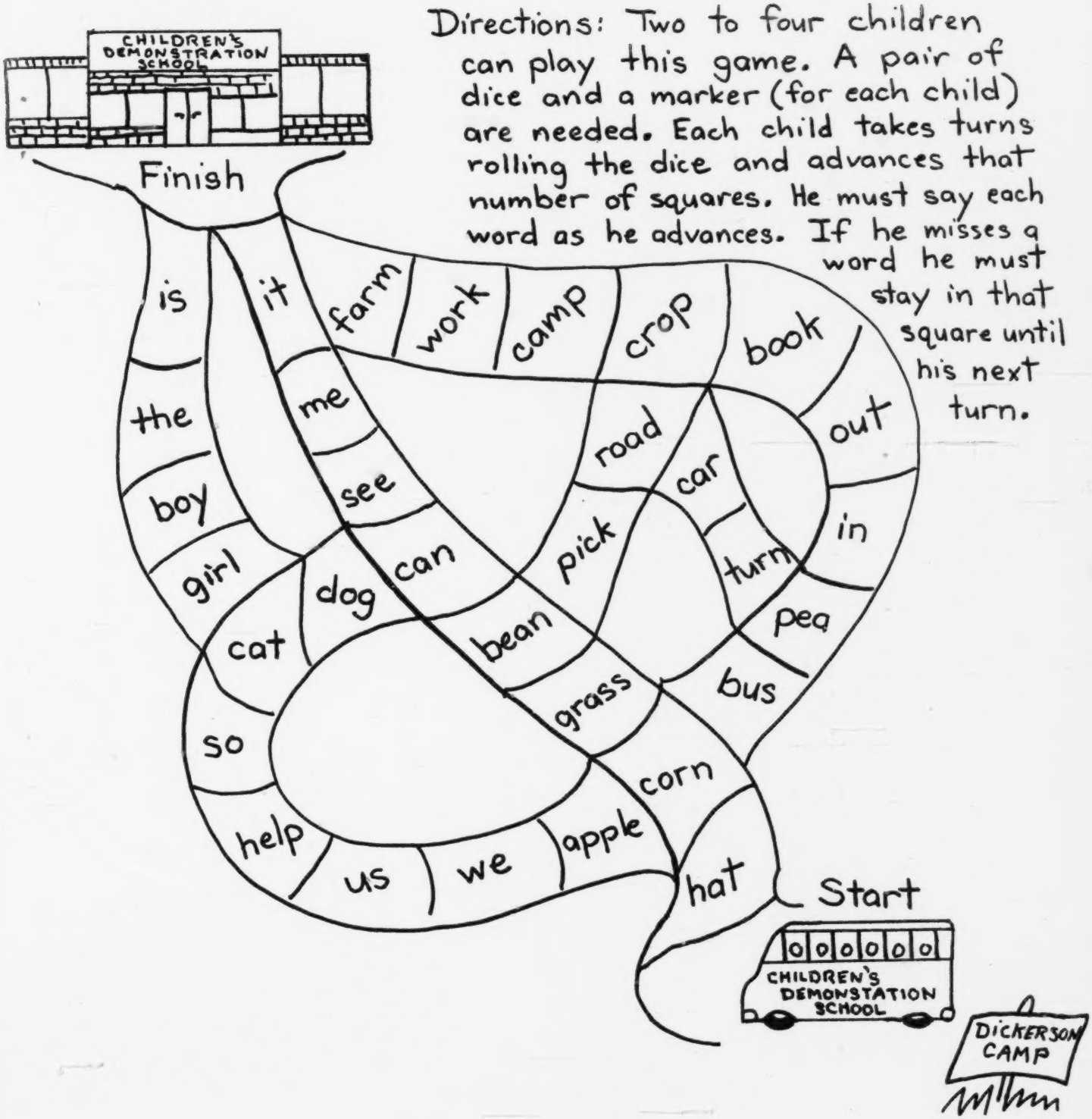

Directions: Two to four children can play this game. A pair of dice and a marker (for each child) are needed. Each child takes turns rolling the dice and advances that number of squares. He must say each word as he advances. If he misses a word he must stay in that square until his next turn.

SKILL: WORD RECOGNITION